



**English Standards of Learning for Virginia Public Schools  
Alignment to Starfall**

**Oral Language**

**K.1 The student will demonstrate growth in the use of oral language.**

Virginia Standards	Alignment to Starfall
<p>a) Listen to a variety of literary forms, including stories and poems.</p>	<p><b>Teacher's Guide pp. 14-15</b> - <i>The Kissing Hand</i>:  <b>Teacher's Guide pp. 19-20</b> - Introduce <i>Backpack Bear's ABC Rhyme Book</i>  <b>Teacher's Guide pp. 53-54</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher's Guide pp. 99-100</b> - Review <i>Chicka Chicka Boom Boom</i>  <b>Teacher's Guide p. 133</b> - Introduce <i>A Rainbow</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 p. 228</b> - Introduce "Mr. Bunny's Carrot Soup"  <b>Teacher's Guide p. 262</b> - Introduce <i>At the Post Office</i>  <b>Teacher's Guide p. 332</b> - Introduce <i>At the Library</i>  <b>Teacher's Guide p. 347</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher's Guide pp. 380-381</b> - <i>A Young Hero</i>  <b>Teacher's Guide p. 444</b> - "Shadows"  <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. 614</b> - Introduce the Wright Brothers  <b>Teacher's Guide p. 639</b> - Introduce "Chicken Little"  <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. 703</b> - Introduce <i>One Fine Day</i></p>

	<p><b>Teacher's Guide p. 721</b> - Introduce "Pop! Pop! Pop!"  <b>Teacher's Guide p. 785</b> - Introduce <i>Fish and Me</i>  <b>Teacher's Guide p. 814</b> - Introduce <i>Fix the Jet</i>  <b>Teacher's Guide p. 847</b> - <i>Gus and Tin Man</i>  <b>Teacher's Guide p. 869</b> - <i>Backpack Bear's Story</i>  <b>Starfall.com:</b> I'm Reading  <b>Starfall.com:</b> <i>Starfall Sing-Along</i>, Volume 1 &amp; 2  <b>Starfall.com:</b> <i>Starfall's Selected Nursery Rhymes</i></p>
<p>b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.</p>	<p><b>Teacher's Guide p. 91</b> - Rhyming  <b>Teacher's Guide pp. 99-100</b> - Review <i>Chicka Chicka Boom Boom</i>  <b>Teacher's Guide p. 134</b> - Rhyming Words  <b>Teacher's Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher's Guide p. 205</b> - Formative Assessment  <b>Teacher's Guide p. 226</b> - Rhyming Words  <b>Teacher's Guide p. 252</b> - Introduce <i>li /i/</i>  <b>Teacher's Guide p. 301</b> - Rhyming Words  <b>Teacher's Guide p. 332</b> - Introduce <i>At the Library</i>  <b>Teacher's Guide p. 361</b> - Introduce <i>The Bottle in the River</i>  <b>Teacher's Guide p. 415</b> - Rhyming Words  <b>Teacher's Guide p. 645</b> - "Five Little Chickadees"  <b>Teacher's Guide p. 701</b> - Choral Reading: <i>Hop, Bend, Stomp</i>  <b>Teacher's Guide p. 818</b> - <i>What an Adventure!</i> Choral Reading</p>
<p>c) Participate in oral generation of language experience narratives.</p>	<p><b>Teacher's Guide p. 20</b> - Formative Assessment  <b>Teacher's Guide p. 26</b> - Partner Share  <b>Teacher's Guide p. 44</b> - Partner Share  <b>Teacher's Guide pp. 67-68</b> - Introduce Kindergarten Book Club  <b>Teacher's Guide p. 122</b> - Formative Assessment  <b>Teacher's Guide p. 160</b> - Formative Assessment  <b>Teacher's Guide p. 190</b> - Formative Assessment  <b>Teacher's Guide pp. 195-196</b> - Formative Assessment  <b>Teacher's Guide p. 207</b> - Introduce Presentation Voices  <b>Teacher's Guide p. 269</b> - Formative Assessment  <b>Teacher's Guide p. 393</b> - Formative Assessment  <b>Teacher's Guide p. 429</b> - Formative Assessment  <b>Teacher's Guide p. 602</b> - Share Opinions  <b>Teacher's Guide p. 652</b> - Kindergarten Book Club  <b>Teacher's Guide p. 678</b> - Formative Assessment</p>
<p>d) Participate in creative dramatics.</p>	<p><b>Teacher's Guide p. 86</b> - Formative Assessment  <b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher's Guide p. 228</b> - Formative Assessment  <b>Teacher's Guide p. 254</b> - Rhyming  <b>Teacher's Guide p. 337</b> - Shared Oral Story  <b>Teacher's Guide p. 361</b> - Introduce <i>The Bottle in the River</i>  <b>Teacher's Guide p. 562</b> - Formative Assessment</p>

	<p><b>Teacher's Guide p. 642</b> - Dramatize "Chicken Little"  <b>Teacher's Guide p. 643</b> - Formative Assessment  <b>Teacher's Guide p. 709</b> - Formative Assessment  <b>Teacher's Guide p. 818</b> - <i>What an Adventure!</i> Choral Reading  <b>Teacher's Guide p. 856</b> - Dramatize <i>Anansi the Spider</i>  <b>Teacher's Guide p. 881</b> - Formative Assessment</p>
e) Use complete sentences that include subject, verb, and object.	<p><b>Teacher's Guide p. 17</b> - Review Favorite Color  <b>Teacher's Guide pp. 64-65</b> - Compare and Contrast Rules  <b>Teacher's Guide p. 128</b> - Formative Assessment  <b>Teacher's Guide pp. 200, 220, 226</b> - Book Review  <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> - Formative Assessment  <b>Teacher's Guide p. 273</b> - Share Expository Writings  <b>Teacher's Guide p. 328</b> - Author's Chair  <b>Teacher's Guide p. 337</b> - Shared Oral Story  <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 pp. 697, 701</b> - Use Nouns and Verbs to Form Sentences</p>

**K.2 The student will expand understanding and use of word meanings.**

Virginia Standards	Alignment to Starfall
a) Increase listening and speaking vocabularies.	<p><b>Teacher's Guide pp. 35-36</b> - Introduce the Star Word Wall  <b>Teacher's Guide p. 57</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge  <b>Teacher's Guide p. 68</b> - <i>I Am Your Flag</i>  <b>Teacher's Guide pp. 119-120</b> - Introduce Weather  <b>Teacher's Guide p. 157</b> - Introduce <i>Mouse Paint</i>  <b>Teacher's Guide p. 167</b> - Introduce <i>Georges Seurat</i>  <b>Teacher's Guide p. 189</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher's Guide p. 209</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. 249-250</b> - Introduce <i>Ox-Cart Man</i>  <b>Teacher's Guide p. 281</b>- Our Leaders  <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. 339-340</b> - Vocabulary Challenge  <b>Teacher's Guide p. 358</b> - Introduce Reduce, Reuse, and</p>

	<p>Recycle</p> <p><b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher's Guide pp. 416-417</b> - Introduce Parts of a Plant</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. 508-509</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p><b>Teacher's Guide pp. 599-600</b> - Introduce Paul Galdone's <i>The Little Red Hen</i></p> <p><b>Teacher's Guide p. 647</b> - Review Colors</p> <p><b>Teacher's Guide p. 726</b> - Introduce <i>The Popcorn Book</i></p> <p><b>Teacher's Guide p. 759</b> - <i>The Big Hit</i> Story Words</p> <p><b>Teacher's Guide pp. 821-822</b> - Formative Assessment</p> <p><b>Teacher's Guide p. 877</b> - Honeybees</p> <p><b>Teacher's Guide p. 897</b> - Introduce <i>Get Up, Cub</i></p>
<p>b) Use number words.</p>	<p><b>Teacher's Guide Supplemental Holidays pp. 14-16</b> - 100th Day</p> <p><b>Teacher's Guide</b> - Daily Calendar Routine</p> <p><b>Teacher's Guide</b> - Daily Weather Routine</p> <p><b>Teacher's Guide p. 211</b> - Words in a Sentence</p> <p><b>Teacher's Guide p. 284</b> - Computer "Calendar"</p> <p><b>Teacher's Guide p. 299</b> - Voting Decision Activity</p> <p><b>Teacher's Guide p. 325</b> - Counting Words in Sentences</p> <p><b>Teacher's Guide p. 334</b> - At the Library/Formative Assessment</p> <p><b>Teacher's Guide p. 350</b> - Computer "Calendar"</p> <p><b>Teacher's Guide p. 352</b> - Syllabication</p> <p><b>Teacher's Guide p. 652</b> - Formative Assessment</p> <p><b>Teacher's Guide p. 711</b> - Formative Assessment</p> <p><b>Teacher's Guide p. 754</b> - Graph Books</p>
<p>c) Use words to describe/name people, places, and things.</p>	<p><b>Teacher's Guide p. 84</b> - Favorite Kind of Weather</p> <p><b>Teacher's Guide pp.108-109</b> - Review Anchor Charts/Introduce Nouns: Names of Places</p> <p><b>Teacher's Guide pp. 127-128</b> - Weather Words</p> <p><b>Teacher's Guide p. 248</b> - Adding Details</p> <p><b>Teacher's Guide p. 254</b> - Descriptive Words</p> <p><b>Teacher's Guide p. 260</b> - Adding Details</p> <p><b>Teacher's Guide p. 692</b> - Categorize Nouns and Verbs</p> <p><b>Teacher's Guide p. 701</b> - Write Sentences</p> <p><b>Teacher's Guide p. 704</b> - Adding Details to Sentences</p> <p><b>Teacher's Guide p. 718</b> - List Nouns</p> <p><b>Teacher's Guide p. 723</b> - Use Adjectives to Describe Nouns</p>
<p>d) Use words to describe/name location, size, color, and shape.</p>	<p><b>Teacher's Guide - Week 1, Days 1-5</b> - Introduce the Magic Writing Moment</p> <p><b>Teacher's Guide p. 16</b> - Introduce Top and Bottom</p> <p><b>Teacher's Guide p. 46-47</b> - Introduce Rules, Signs, and Middle</p> <p><b>Teacher's Guide p. 148</b> - Favorite Color</p>

	<p><b>Teacher's Guide p. 149-150</b> - Introduce Colors</p> <p><b>Teacher's Guide p. 254</b> - Descriptive Words</p> <p><b>Teacher's Guide p. 480-481</b> - Positional Words and Prepositions</p> <p><b>Teacher's Guide p. 647</b> - Review Colors</p> <p><b>Teacher's Guide p. 792</b> - Add Class Adventure Details</p>
e) Use words to describe/name actions.	<p><b>Teacher's Guide p. 502</b> - Inflectional Endings</p> <p><b>Teacher's Guide p. 514</b> - Formative Assessment</p> <p><b>Teacher's Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s</p> <p><b>Teacher's Guide pp. 565-566</b> - Force: Push and Pull</p> <p><b>Teacher's Guide p. 692</b> - Categorize Nouns and Verbs</p> <p><b>Teacher's Guide p. 694</b> - Verb and Verb Endings</p> <p><b>Teacher's Guide p. 697</b> - Use Nouns and Verbs to Form Sentences</p>
f) Ask about words not understood.	<p><b>Teacher's Guide pp. 35-36</b> - Introduce the Star Word Wall</p> <p><b>Teacher's Guide p. 44</b> - Formative Assessment</p> <p><b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge/Formative Assessment</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. 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. 249-250</b> - Introduce <i>Ox-Cart Man</i></p> <p><b>Teacher's Guide p. 347</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher's Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words</p> <p><b>Teacher's Guide p. 703</b> - Introduce <i>One Fine Day</i></p>
g) Use vocabulary from other content areas.	<p><b>Teacher's Guide pp. 119-120</b> - Introduce Weather</p> <p><b>Teacher's Guide p. 281</b> - Our Leaders</p> <p><b>Teacher's Guide pp. 339-340</b> - Vocabulary Challenge</p> <p><b>Teacher's Guide p. 358</b> - Introduce Reduce, Reuse, and Recycle</p> <p><b>Teacher's Guide pp. 416-417</b> - Introduce Parts of a Plant</p> <p><b>Teacher's Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words</p> <p><b>Teacher's Guide p. 647</b> - Review Colors</p> <p><b>Teacher's Guide pp. 821-822</b> - Formative Assessment</p> <p><b>Teacher's Guide p. 877</b> - Honeybees</p> <p><b>Teacher's Guide p. 897</b> - Introduce Get Up, Cub</p>

**K.3 The student will build oral communication skills.**

Virginia Standards	Alignment to Starfall
<p>a) Express ideas in complete sentences and express needs through direct requests.</p>	<p><b>Teacher's Guide pp. 104-106</b> - Introduce the "Punctuation Anchor Chart"  <b>Teacher's Guide p. 188</b> - Book Review  <b>Teacher's Guide p. 200</b> - Book Review  <b>Teacher's Guide p. 207</b> - Introduce Presentation Voices  <b>Teacher's Guide p. 220</b> - Book Review  <b>Teacher's Guide p. 226</b> - Book Review  <b>Teacher's Guide p. 328</b> - Author's Chair  <b>Teacher's Guide p. 337</b> - Shared Oral Story  <b>Teacher's Guide p. 238</b> - Introduce the Author's Chair  <b>Teacher's Guide pp. 563-564</b> - <i>Zac Camps</i>: Chapter 3/ Formative Assessment</p>
<p>b) Begin to initiate conversations.</p>	<p><b>Teacher's Guide p. 13</b> - Introduce Backpack Bear and Getting to Know You  <b>Teacher's Guide p. 19</b> - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr - Formative Assessment  <b>Teacher's Guide p. 44</b> - Partner Share  <b>Teacher's Guide p. 65</b> - Introduce Six Center Rotations - Learning Centers - (Weekly beginning Week 3)  <b>Teacher's Guide pp. 67-68</b> - Introduce Kindergarten Book Club  <b>Teacher's Guide p. 121</b> - Introduce Seasons  <b>Teacher's Guide p. 122</b> - Formative Assessment  <b>Teacher's Guide p. 126</b> - Formative Assessment  <b>Teacher's Guide p. 138</b> - Formative Assessment  <b>Teacher's Guide p. 195</b> - Formative Assessment  <b>Teacher's Guide p. 269</b> - Create an Invention</p>
<p>c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.</p>	<p><b>Teacher's Guide p. 26</b> - Partner Share  <b>Teacher's Guide p. 44</b> - Partner Share  <b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher's Guide pp. 67-68</b> - Introduce Kindergarten Book Club  <b>Teacher's Guide p. 103</b> - Formative Assessment  <b>Teacher's Guide p. 121</b> - Formative Assessment  <b>Teacher's Guide p. 126</b> - Formative Assessment  <b>Teacher's Guide pp. 137-138</b> - Introduce Benjamin Franklin  <b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher's Guide p. 195</b> - Introduce <i>Ira Sleeps Over</i>  <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. 273</b> - Share Expository Writings  <b>Teacher's Guide p. 328</b> - Author's Chair  <b>Teacher's Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle  <b>Teacher's Guide p. 364</b> - Author's Chair  <b>Teacher's Guide p. 381</b> - Formative Assessment</p>

	<p><b>Teacher's Guide pp. 382-383</b> - Write About Ruby: Part 1 (Partner share)  <b>Teacher's Guide p. 388</b> - Author's Chair  <b>Teacher's Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher's Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2 (Partner share)  <b>Teacher's Guide p. 845</b> - Prepare Anchor Chart Presentations</p>
<p>d) Listen and speak in informal conversations with peers and adults.</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>
<p>e) Participate in group and partner discussions about various texts and topics.</p>	<p><b>Teacher's Guide pp. 18 -19</b> - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr  <b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy with a Chance of Meatballs</i>  <b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher's Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher's Guide p. 210</b> - Formative Assessment  <b>Teacher's Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i>  <b>Teacher's Guide p. 296</b> - Formative Assessment  <b>Teacher's Guide p. 373</b> - <i>Get to Know Martin Luther King, Jr. and Rosa Parks</i>  <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i>  <b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i>  <b>Teacher's Guide p. 546</b> - Formative Assessment  <b>Teacher's Guide pp. 595-596</b> - Formative Assessment  <b>Teacher's Guide p. 614</b> - Formative Assessment  <b>Teacher's Guide pp. 761-762</b> - Introduce Reptiles  <b>Teacher's Guide p. 782</b> - Formative Assessment  <b>Teacher's Guide p. 790</b> - Introduce <i>Tin Man Sits</i>  <b>Teacher's Guide p. 812</b> - Formative Assessment  <b>Teacher's Guide p. 844</b> - Formative Assessment  <b>Teacher's Guide p. 867</b> - Introduce <i>Bug in a Jug</i></p>

	<b>Teacher's Guide p. 877</b> - Honeybees
f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.	<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
g) Follow one- and two-step directions.	<b>Teacher's Guide p. 12</b> - "Simon Says" <b>Teacher's Guide p. 13</b> - Introduce Backpack Bear and Getting to Know Each Other <b>Teacher's Guide p. 17</b> - "The Alphabet Song" <b>Teacher's Guide p. 21</b> - My Favorite Color <b>Teacher's Guide pp. 46-47</b> - Introduce Rules, Signs, and Middle <b>Teacher's Guide p. 168</b> - Review Initial Sounds and Introduce "Starfall Speedway" <b>Teacher's Guide p. 212</b> - Introduce Story Element Cards <b>Teacher's Guide p. 300</b> - Rhyming <b>Teacher's Guide p. 387</b> - Ways to Be Kind <b>Teacher's Guide p. 430</b> - "Starfall Speedway" <b>Teacher's Guide p. 447</b> - Activity <b>Teacher's Guide p. 454</b> - Formative Assessment <b>Teacher's Guide p. 588</b> - Activity <b>Teacher's Guide p. 668</b> - Identify and Discriminate Short -A and Short -E Words <b>Teacher's Guide p. 680</b> - Identify/Discriminate Short -O Words <b>Teacher's Guide p. 704</b> - Phoneme Segmentation and Blending <b>Teacher's Guide p. 853</b> - "High Frequency Spider Game" <b>Teacher's Guide p. 855</b> - High Frequency Review <b>Teacher's Guide p. 868</b> - Decoding
h) Begin to ask how and why questions.	<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. 537</b> - Questions About Mammals <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



**K.4 The student will identify, say, segment, and blend various units of speech sounds.**

Virginia Standards	Alignment to Starfall
a) Begin to discriminate between spoken sentences, words, and syllables.	<p><b>Teacher's Guide p. 21</b> - Syllables  <b>Teacher's Guide p. 48</b> - Difference Between a Letter and a Word  <b>Teacher's Guide p. 154</b> - Review Syllables  <b>Teacher's Guide p. 211</b> - Words in a Sentence  <b>Teacher's Guide p. 325</b> - Counting Words in Sentences  <b>Teacher's Guide p. 352</b> - Syllabication  <b>Teacher's Guide p. 463</b> - Segmenting Syllables  <b>Teacher's Guide p. 563</b> - Syllables</p>
b) Identify and produce words that rhyme.	<p><b>Teacher's Guide pp. 19-20</b> - Introduce <i>Backpack Bear's ABC Rhyme Book</i>  <b>Teacher's Guide p. 59</b> - Rhyming Words  <b>Teacher's Guide p. 91</b> - Rhyming  <b>Teacher's Guide p. 123</b> - Rhyming Words  <b>Teacher's Guide p. 226</b> - Rhyming Words  <b>Teacher's Guide p. 239</b> - Rhyming Words  <b>Teacher's Guide p. 300</b> - Rhyming  <b>Teacher's Guide p. 301</b> - Rhyming Words  <b>Teacher's Guide p. 329</b> - Listen for Rhyming Words  <b>Teacher's Guide p. 362</b> - Rhyming Words  <b>Teacher's Guide p. 363</b> - Listen, Then Write Rhyming Words  <b>Teacher's Guide p. 415</b> - Rhyming Words  <b>Teacher's Guide p. 425</b> - Rhyming Words  <b>Teacher's Guide p. 556</b> - Short-A Rhyming Words  <b>Teacher's Guide p. 567</b> - Rhyming Words  <i>Starfall.com: Backpack Bear's ABC Rhymes</i>  <i>Starfall.com: Selected Nursery Rhymes</i></p>
c) Blend and segment multisyllabic words at the syllable level.	<p><b>Teacher's Guide p. 21</b> - Syllables  <b>Teacher's Guide p. 48</b> - Difference Between a Letter and a Word  <b>Teacher's Guide p. 154</b> - Review Syllables  <b>Teacher's Guide p. 352</b> - Syllabication  <b>Teacher's Guide p. 463</b> - Segmenting Syllables  <b>Teacher's Guide p. 563</b> - Syllables</p>
d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).	<p><b>Teacher's Guide p. 266</b> - Blending Onsets and Rimes  <b>Teacher's Guide p. 280</b> - Segmenting Onsets and Rimes  <b>Teacher's Guide p. 454</b> - Segmenting Phonemes  <b>Teacher's Guide p. 513</b> - Word Families <i>an</i> and <i>-at</i>  <b>Teacher's Guide p. 521</b> - Word Families <i>-am</i> and <i>-ap</i>  <b>Teacher's Guide pp. 587-588</b> - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)  <i>Starfall.com: "Word Machines"</i>  <i>Starfall.com: "Learn to Read"</i></p>
e) Identify words according to shared beginning	<p><b>Teacher's Guide p. 32</b> - Initial /b/</p>

and/or ending sounds.	<p><b>Teacher’s Guide pp. 45-46</b> - Initial and Final /b/  <b>Teacher’s Guide p. 49</b> - Introduce <i>Aa/a/</i>  <b>Teacher’s Guide p. 54</b> - Identify and Discriminate Initial /a/ and /b/  <b>Teacher’s Guide p. 92</b> - Formative Assessment  <b>Teacher’s Guide p. 96</b> - Initial and Final /t/  <b>Teacher’s Guide p. 118</b> - Listen for Beginning Sound  <b>Teacher’s Guide p. 129</b> - Review /s/  <b>Teacher’s Guide p. 139</b> - Review <i>Ss, Mm</i>  <b>Teacher’s Guide p. 164</b> - Identify and Discriminate Initial <i>Cc /k/</i>  <b>Teacher’s Guide p. 194</b> - /r/ at the Beginning and End  <b>Teacher’s Guide p. 206</b> - Listening for /l/  <b>Teacher’s Guide p. 211</b> - Review <i>Rr, Ll</i>  <b>Teacher’s Guide pp. 229-230</b> - Introduce <i>Nn/n/</i>  <b>Teacher’s Guide p. 231</b> - Beginning/Ending /n/  <b>Teacher’s Guide p. 235</b> - Beginning Sounds /r/ /l/ /u/ /n/  <b>Teacher’s Guide pp. 252-253</b> - Introduce <i>Ii, /i/</i>  <b>Teacher’s Guide pp. 255-256</b> - Introduce <i>Gg /g/</i>  <b>Teacher’s Guide p. 270</b> - Identify/Discriminate Initial /i/  <b>Teacher’s Guide pp. 284-285</b> - Introduce <i>Dd/d/</i>  <b>Teacher’s Guide pp. 292-293</b> - Introduce <i>Ff /f/</i>  <b>Teacher’s Guide p. 297</b> - Beginning and Final Sounds  <b>Teacher’s Guide pp. 323-324</b> - Introduce <i>Hh/h/</i>  <b>Teacher’s Guide p. 336</b> - Identify Initial and Final Sounds  <b>Teacher’s Guide p. 390</b> - Review <i>Zz, Jj, Xx</i>  <b>Teacher’s Guide pp. 418-419</b> - Introduce <i>Yy/y/</i></p>
-----------------------	--

### Reading

**K.5 The student will understand how print is organized and read.**

Virginia Standards	Alignment to STARfall
a) Hold print materials in the correct position.	<p><b>Teacher’s Guide pp. 30-31</b> - Introduce Alphabetical Order and the <i>Starfall Dictionary</i>  <b>Teacher’s Guide p. 56</b> - Introduce <i>A Computer</i>  <b>Teacher’s Guide p. 60</b> - Formative Assessment  <b>Teacher’s Guide p. 102</b> - Introduce <i>At School</i>  <b>Teacher’s Guide pp. 102-104</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 110</b> - <i>At School</i> Sequencing Activity  <b>Teacher’s Guide p. 133</b> - Introduce <i>A Rainbow</i>  <b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”</p>

	<p><b>Teacher's Guide pp. 204-205</b> - Introduce <i>At the House</i>  <b>Teacher's Guide p. 214</b> - Introduce <i>A House in a Tree</i>  <b>Teacher's Guide p. 262</b> - Introduce <i>At the Post Office</i></p>
<p>b) Identify the front cover, back cover, and title page of a book.</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 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. 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. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p>
<p>c) Distinguish between print and pictures.</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  <b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</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></p>
<p>d) Follow words from left to right and from top to bottom on a printed page.</p>	<p><b>Teacher's Guide p. 16</b> - Introduce Top and Bottom  <b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher's Guide p. 60</b> - <i>A Computer</i>  <b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher's Guide p. 162</b> - Computer - <i>Starfall.com</i>: "It's Fun to Read"  <b>Teacher's Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher's Guide p. 208</b> - Computer - <i>Starfall.com</i>: <i>Backpack Bear's Books</i>: Row 5, "At the House"  <b>Teacher's Guide p. 364</b> - Computer - <i>Starfall.com</i>: <i>Talking Library</i>: Fiction, "It's Earth Day, Dear Dragon"  <b>Teacher's Guide p. 366</b> - Sequence <i>The Bottle in the River</i>  <b>Teacher's Guide p. 385</b> - Computer - <i>Starfall.com</i>:</p>

	<i>Talking Library, Nonfiction, "A Young Hero"</i>
e) Match voice with print. (concept of word).	<p><b>Teacher's Guide p. 48</b> - Difference Between a Letter and a Word</p> <p><b>Teacher's Guide p. 56</b> - Introduce <i>A Computer</i></p> <p><b>Teacher's Guide p. 60</b> - <i>A Computer</i></p> <p><b>Teacher's Guide p. 61</b> - Introduce the "High Frequency Word Shapes" Worksheet</p> <p><b>Teacher's Guide p. 102</b> - Introduce <i>At School</i></p> <p><b>Teacher's Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher's Guide p. 110</b> - <i>At School</i> "Color by Word"</p> <p><b>Teacher's Guide p. 133</b> - Introduce <i>A Rainbow</i></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 p. 163</b> - Introduce <i>At the Park</i></p> <p><b>Teacher's Guide p. 211</b> - Words in a Sentence</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. 213</b> - Sequence <i>At the House</i></p> <p><b>Teacher's Guide p. 272</b> - Word Search</p> <p><b>Starfall.com:</b> "Talking Library" Fiction and Nonfiction</p>

**K.6 The student will demonstrate an understanding that print conveys meaning.**

Virginia Standards	Alignment to Starfall
a) Identify common signs and logos.	<p><b>Teacher's Guide pp. 46-47</b> - Introduce Rules, Sins, and Middle</p> <p><b>Teacher's Guide p. 109</b> - Six Center Rotations</p> <p><b>Teacher's Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i></p> <p><b>Teacher's Guide pp. 620-621</b> - Read a Map</p> <p><b>Teacher's Guide p. 627</b> - Map Signs and Symbols</p>
b) Explain that printed materials provide information.	<p><b>Teacher's Guide p. 167</b> - Introduce <i>George Seurat</i></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. 258-259</b> - Inventions of Long Ago/Formative Assessment</p> <p><b>Teacher's Guide p. 262</b> - Introduce <i>At the Post Office</i></p> <p><b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i></p> <p><b>Teacher's Guide p. 303</b> - Compare Washington and Lincoln</p> <p><b>Teacher's Guide p. 356</b> - Get to Know John Muir</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. 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 pp. 517-518</b> - Introduce <i>Backpack Bear's Mammal Book</i></p> <p><b>Teacher's Guide pp. 545-546</b> - Introduce Beethoven</p> <p><b>Teacher's Guide pp. 733-734</b> - Introduce Helen Keller</p> <p><b>Teacher's Guide pp. 849-850</b> - Arthropods</p> <p><b>Teacher's Guide p. 893</b> - Introduce <i>Monarch Butterfly</i></p>
c) Read and explain own writing and drawings.	<p><b>Teacher's Guide pp. 102-103</b> - Introduce Writing Journal</p> <p><b>Teacher's Guide p. 299</b> - Write About Voting Choices</p> <p><b>Teacher's Guide p. 328</b> - Author's Chair</p> <p><b>Teacher's Guide p. 364</b> - Author's Chair</p> <p><b>Teacher's Guide p. 388</b> - Author's Chair</p> <p><b>Teacher's Guide p. 418</b> - Write About Experiments</p> <p><b>Teacher's Guide p. 452</b> - Kid Writing: Part 2</p> <p><b>Teacher's Guide p. 539</b> - Write About Mammals (Part 2)</p> <p><b>Teacher's Guide p. 601</b> - Complete Writing</p> <p><b>Teacher's Guide p. 683</b> - Author's Chair</p> <p><b>Teacher's Guide p. 770</b> - Complete and Share Persuasive Writings</p> <p><b>Teacher's Guide p. 851</b> - Write Gus Stories/Gus Story Writing (Continued)</p>
d) Read his/her name and read fifteen meaningful, concrete words.	<p><b>Teacher's Guide pp. 6-11</b> - Scope and Sequence (High Frequency Words listed by week)</p> <p><b>Teacher's Guide p. 13</b> - Introduce Backpack Bear and Getting to Know Each Other</p> <p><b>Teacher's Guide p. 163</b> - Introduce <i>At the Park</i></p> <p><b>Teacher's Guide p. 262</b> - Introduce <i>At the Post Office</i></p> <p><b>Teacher's Guide p. 505</b> - Read <i>Zac the Rat</i></p> <p><b>Teacher's Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2</p> <p><b>Teacher's Guide p. 591</b> - Introduce <i>Peg the Hen</i></p> <p><b>Teacher's Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p><b>Teacher's Guide p. 645</b> - Introduce <i>Hen</i></p> <p><b>Teacher's Guide p. 793</b> - <i>What an Adventure!</i> Chapter Book</p> <p><b>Teacher's Guide p. 842</b> - Introduce <i>Gus the Duck</i></p>

**K.7 The student will develop an understanding of basic phonetic principles.**

Virginia Standards	Alignment to Starfall
a) Identify and name the uppercase and lowercase letters of the alphabet.	<p><b>Teacher's Guide p. 12</b> - Introduce Upper and Lowercase Letters of the Alphabet</p> <p><b>Teacher's Guide pp. 17-18</b> - Introduce Upper and</p>

	<p>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  <i>Starfall.com</i>: ABCs  <i>Starfall.com</i>: ABC Rhymes</p>
<p>b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</p>	<p style="text-align: center;"><b>Short Vowels</b></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. 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. 787</b>- Computer Vowel Pals: <i>Fish and Me</i></p> <p style="text-align: center;"><b>Consonants</b></p> <p><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)</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>Teacher’s Guide - Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine  <i>Starfall.com</i>: ABCs</p> <p style="text-align: center;"><b>Consonant Digraphs</b></p> <p><b>Teacher’s Guide p. 474</b> - Preview Digraphs: <i>sh,ch,th,wh</i>  <b>Teacher’s Guide p. 533</b> - Rhyming Words and /ck/  <b>Teacher’s Guide p. 541</b> - Introduce the digraph /th/  <b>Teacher’s Guide p. 590</b> - Review the /ck/ Digraph  <b>Teacher’s Guide pp. 619-620</b>- Identify/Discriminate Initial /th/  <b>Teacher’s Guide p. 619</b> - Introduce /ch/  <b>Teacher’s Guide p. 623</b> - Identify and Discriminate</p>

	<p>Initial and Final /ch/  <b>Teacher's Guide p. 673</b> - Introduce /sh/ Digraph  <b>Teacher's Guide p. 780</b> - Review Digraphs: /th/, /sh/, /ch/  <b>Teacher's Guide p. 783</b>- Introduce wh/hw Digraph</p>
<p>c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p>	<p><b>Teacher's Guide p. 56</b> - Introduce <i>A Computer</i>  <b>Teacher's Guide p. 102</b> - Introduce <i>At School</i>  <b>Teacher's Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher's Guide p. 204</b> - Introduce <i>At the House</i>  <b>Teacher's Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher's Guide p. 262</b> - Introduce <i>At the Post Office</i>  <b>Teacher's Guide p. 294</b> - Introduce <i>Come Vote with Me</i>  <b>Teacher's Guide p. 332</b> - Introduce <i>At the Library</i>  <b>Teacher's Guide p. 361</b> - Introduce <i>The Bottle in the River</i>  <b>Teacher's Guide p. 382</b> - Introduce <i>Ruby Goes to School</i>  <b>Teacher's Guide pp. 425-426</b> - Introduce <i>We Can See!</i></p>
<p>d) Identify beginning consonant sounds in single-syllable words.</p>	<p><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)</p>

**K.8 The student will expand vocabulary.**

Virginia Standards	Alignment to Starfall
<p>a) Discuss meanings of words.</p>	<p><b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy with a Chance of Meatballs</i>  <b>Teacher's Guide p. 189</b> - Introduce <i>Goldilocks and the Three Bears</i>  <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. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher's Guide pp. 358-359</b> - Introduce <i>Reduce, Reuse, Recycle</i>  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide pp. 416-417</b> - Introduce <i>Parts of a Plant</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. 531</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher's Guide p. 545</b> - Introduce <i>Beethoven</i>  <b>Teacher's Guide pp. 599-600</b> - Introduce <i>Paul Galdone's The Little Red Hen</i>  <b>Teacher's Guide p. 726</b> - Introduce <i>The Popcorn Book</i>  <b>Teacher's Guide pp. 805-806</b> - Introduce <i>Amphibians</i></p>

<p>b) Develop vocabulary by listening to a variety of texts read aloud.</p>	<p><b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy with a Chance of Meatballs</i>  <b>Teacher's Guide p. 189</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher's Guide p. 209</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. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher's Guide p. 339</b> - Vocabulary Challenge  <b>Teacher's Guide pp. 416-417</b> - Introduce Parts of a Plant  <b>Teacher's Guide p. 531</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher's Guide p. 647</b> - Review Colors  <b>Teacher's Guide p. 726</b> - Introduce <i>The Popcorn Book</i>  <b>Teacher's Guide pp. 805-806</b> - Introduce Amphibians</p>
---	--

**K.9 The student will demonstrate comprehension of fictional texts.**

Virginia Standards	Alignment to Starfall
<p>a) Identify what an author does and what an illustrator does.</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. 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, "The Turnip"</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</p>



	<p><b>Teacher's Guide p. 702</b> - Introduce <i>Mox's Day</i>, Chapter 1</p> <p><b>Teacher's Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book</p> <p><b>Teacher's Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p> <p><b>Teacher's Guide p. 872</b> - <i>At Gus's Pond</i>, Chapter 1</p>
<p>b) Relate previous experiences to what is read.</p>	<p><b>Teacher's Guide p. 14</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator</p> <p><b>Teacher's Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics</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. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></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. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher's Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales</i>, "The Turnip"</p> <p><b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i></p>
<p>c) Use pictures to make predictions.</p>	<p><b>Teacher's Guide p. 14</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator</p> <p><b>Teacher's Guide pp. 189-190</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. 505</b> - Read <i>Zac the Rat</i></p> <p><b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales</i>, "The Turnip"</p> <p><b>Teacher's Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p><b>Teacher's Guide p. 702</b> - Introduce <i>Mox's Day</i>, Chapter 1</p> <p><b>Teacher's Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book</p> <p><b>Teacher's Guide p. 872</b> - <i>At Gus's Pond</i>, Chapter 1</p>
<p>d) Begin to ask and answer questions about what is read.</p>	<p><b>Teacher's Guide p. 14</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator</p> <p><b>Teacher's Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics</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. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher's Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast</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. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher's Guide p. 505</b> - Read <i>Zac the Rat</i></p> <p><b>Teacher's Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales</i>, "The Turnip"</p> <p><b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i></p> <p><b>Teacher's Guide pp. 599-600</b> - Introduce Paul Galdone's <i>The Little Red Hen</i></p> <p><b>Teacher's Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book</p> <p><b>Teacher's Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p>
<p>e) Use story language in discussions and retellings.</p>	<p><b>Teacher's Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher's Guide p. 195</b> - Introduce <i>Ira Sleeps Over</i></p> <p><b>Teacher's Guide p. 209</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan</p> <p><b>Teacher's Guide p. 228</b> - Introduce <i>Mr. Bunny's Carrot Soup</i></p> <p><b>Teacher's Guide p. 347</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher's Guide p. 365</b> - <i>The Bottle in the River</i></p> <p><b>Teacher's Guide p. 595</b> - Introduce Starfall's "Little Red Hen"</p> <p><b>Teacher's Guide p. 677</b> - Comprehension: <i>The Three Little Pigs</i></p> <p><b>Teacher's Guide p. 881</b> - <i>At Gus's Pond</i>, Chapter 2</p>
<p>f) Retell familiar stories, using beginning, middle, and end.</p>	<p><b>Teacher's Guide p. 190</b> - Sequence <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher's Guide p. 208</b> - Activity</p> <p><b>Teacher's Guide p. 366</b> - Sequence <i>The Bottle in the River</i></p> <p><b>Teacher's Guide p. 531</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher's Guide p. 592</b> - Sequence <i>Peg the Hen</i></p>
<p>g) Discuss characters, setting, and events.</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. 151</b> - Introduce Characters</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. 195-196</b> - Introduce <i>Ira Sleeps Over</i></p> <p><b>Teacher's Guide p. 212</b> - Introduce Story Element Cards</p> <p><b>Teacher's Guide p. 228</b> - Introduce "Mr. Bunny's Carrot Soup"</p> <p><b>Teacher's Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher's Guide p. 361</b> - Introduce <i>The Bottle in the River</i></p> <p><b>Teacher's Guide pp. 508-509</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p><b>Teacher's Guide p. 536</b> - Story Elements</p> <p><b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales</i>, "The Turnip"</p> <p><b>Teacher's Guide pp. 595-596</b> - Introduce Starfall's "The Little Red Hen"</p> <p><b>Teacher's Guide p. 703</b> - Introduce <i>One Fine Day</i></p> <p><b>Teacher's Guide p. 765</b> - Story Element Cards</p> <p><b>Teacher's Guide p. 782</b> - Introduce <i>Swimmy</i></p> <p><b>Teacher's Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p>
--	---

**K.10 The student will demonstrate comprehension of nonfiction texts.**

Virginia Standards	Alignment to Starfall
a) Use pictures to identify topic and make predictions.	<p><b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p><b>Teacher's Guide p. 239</b> - Shared Writing</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. 589</b> - Introduce <i>Backpack Bear's Bird Book</i></p> <p><b>Teacher's Guide p. 726</b> - Introduce <i>The Popcorn Book</i></p>
b) Identify text features specific to the topic, such as titles, headings, and pictures.	<p><b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i></p> <p><b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i></p> <p><b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i></p> <p><b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i></p> <p><b>Teacher's Guide p. 719</b> - Introduce <i>How I Know My World: A Book about Senses</i></p>

	<p><b>Teacher's Guide pp. 761-762</b> - Introduce Reptiles  <b>Teacher's Guide p. 785</b> - Introduce <i>Fish and Me</i>  <b>Teacher's Guide p. 794</b> - Introduce <i>At the Beach</i>  <b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates</p>
--	---

### Writing

#### K.11 The student will print in manuscript.

Virginia Standards	Alignment to Starfall
a) Print uppercase and lowercase letters of the alphabet independently.	<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>
b) Print his/her first and last names.	<p><b>Teacher's Guide p. 16</b> - Formative Assessment  <b>Teacher's Guide p. 35</b> - Formative Assessment  <b>Teacher's Guide p. 99</b> - Activity  <b>Teacher's Guide p. 233</b> - Activity  <b>Teacher's Guide p. 268</b> - Activity  <b>Teacher's Guide p. 372</b> - Spaces Between Words  <b>Teacher's Guide p. 559</b> - Backpack Bear Puppet  <b>Teacher's Guide p. 590</b> - Chart Opinions  <b>Teacher's Guide p. 599</b> - Illustrate Opinions  <b>Teacher's Guide p. 624</b> - Introduce Vincent van Gogh  <b>Teacher's Guide p. 635</b> - Introduce <i>Peg's Egg</i> and Possessive Nouns</p>

#### K.12 The student will write to communicate ideas for a variety of purposes.

Virginia Standards	Alignment to Starfall
a) Differentiate pictures from writing.	<p><b>Teacher's Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher's Guide p. 137</b> - Formative Assessment  <b>Teacher's Guide p. 166</b> - Formative Assessment  <b>Teacher's Guide p. 203</b> - Formative Assessment  <b>Teacher's Guide p. 208</b> - Writing About Animals  <b>Teacher's Guide pp. 363-364</b> - How We Protect Our</p>

	<p>Environment  <b>Teacher's Guide pp. 383-384</b> - Write about Ruby: Part 1  <b>Teacher's Guide p. 426</b> - Add to Observational Writings  <b>Teacher's Guide p. 518</b> - Formative Assessment</p>
<p>b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.</p>	<p><b>Teacher's Guide p. 135</b> - Introduce Inventive Spelling  <b>Teacher's Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher's Guide p. 208</b> - Writing About Animals  <b>Teacher's Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher's Guide p. 299</b> - Write About Voting Choices  <b>Teacher's Guide p. 327</b> - Write About Experiments  <b>Teacher's Guide p. 383</b> - Ways to Be Kind  <b>Teacher's Guide p. 384</b> - Write About Ruby: Part 2  <b>Teacher's Guide p. 418</b> - Write About Experiments  <b>Teacher's Guide p. 443</b> - Rhyming Words  <b>Teacher's Guide p. 443</b> - Activity  <b>Teacher's Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher's Guide p. 465</b> - Writing CVC Words  <b>Teacher's Guide p. 518</b> - Write About Our Mammal Friends  <b>Teacher's Guide p. 638</b> - Blending CVC Words  <b>Teacher's Guide p. 682</b> - Illustrate Research Writing</p>
<p>c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.</p>	<p><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 pp. 202-203</b> - Write About Your Family  <b>Teacher's Guide p. 206</b> - Listening for /l/  <b>Teacher's Guide p. 208</b> - Writing About Animals/Formative Assessment  <b>Teacher's Guide p. 271</b> - Cumulative Review/Formative Assessment  <b>Teacher's Guide p. 350</b> - Activity  <b>Teacher's Guide pp. 363-364</b> - How We protect Our Environment  <b>Teacher's Guide p. 410</b> - "See It; "Say It; "Spell It"  <b>Teacher's Guide p. 518</b> - Formative Assessment  <b>Teacher's Guide pp. 596-597</b> - Write a Response to "The Little Red Hen"  <b>Teacher's Guide p. 625</b> - Write About Your Dream</p>
<p>d) Write left to right and top to bottom.</p>	<p><b>Teacher's Guide p. 16</b> - Introduce Top and Bottom  <b>Teacher's Guide p. 60</b> - <i>A Computer</i>  <b>Teacher's Guide p. 66</b> - <i>A Computer</i> Sequencing Activity  <b>Teacher's Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher's Guide p. 208</b> - Writing About Animals  <b>Teacher's Guide p. 211</b> - Words in a Sentence  <b>Teacher's Guide p. 327</b> - Write About Experiments</p>

	<p><b>Teacher’s Guide p. 366</b> - Sequence <i>The Bottle in the River</i></p> <p><b>Teacher’s Guide pp. 363-364</b> - How We Protect Our Environment</p> <p><b>Teacher’s Guide p. 384</b> - Write About Ruby: Part 2</p> <p><b>Teacher’s Guide p. 418</b> - Write About Experiments</p> <p><b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences</p> <p><b>Teacher’s Guide p. 518</b> - Formative Assessment</p> <p><b>Teacher’s Guide p. 538</b> - Write About Mammals</p> <p><b>Teacher’s Guide p. 597</b> - Formative Assessment</p> <p><b>Teacher’s Guide p. 625</b> - Write About Your Dream</p> <p><b>Teacher’s Guide p. 760</b> - Formative Assessment</p>
--	--

Virginia Standards	Alignment to Starfall
<p><b>K.13 The student will use available technology for reading and writing.</b></p>	<p><b>Teacher’s Guide p. 57</b> - Computer: Talking Library: Fiction, “Backpack Bear Learns the Rules” and “Selected Nursery Rhymes”</p> <p><b>Teacher’s Guide p. 62</b> - Computer: “Backpack Bear’s Books: Row 1, “A Computer,” Talking Library: Nonfiction, “I Am Your Flag”</p> <p><b>Teacher’s Guide p. 137</b> - Computer: It’s Fun to Read Poetry, “Who Has Seen the Wind?” and Backpack Bear’s Books: Row 3, “A Rainbow”</p> <p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin</p> <p><b>Teacher’s Guide p. 191</b> - Computer: It’s Fun to Read, <i>All About Me</i></p> <p><b>Teacher’s Guide p. 233</b> - Computer: “Backpack Bear’s Books: Row 4, “At the Park” and Row 5, “At the House”</p> <p><b>Teacher’s Guide p. 334</b> - Computer: Backpack Bear’s Books: Row 9 and Talking Library: Nonfiction, “America the Beautiful”</p> <p><b>Teacher’s Guide p. 537</b> - Questions about Mammals</p> <p><b>Teacher Guide</b> - Computer Learning Centers (Weekly)</p> <p><b>Teacher Guide</b>- Computer (Days 1-4 Each Week)</p> <p><b>Starfall.com</b>- <i>Selected Nursery Rhymes, Backpack Bear’s ABC Rhymes, Talking Library, Backpack Bear’s Books, I’m Reading, It’s Fun to Read, Learn to Read</i></p>

These standards were copied directly from the *English Standards of Learning for Virginia Public Schools*.

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.