



## California Common Core State Standards

### Reading Standards for Literature

#### Key Ideas and Details

| California Standard   | Starfall Kindergarten ELA Alignment   |
|---|---|
| <p>1. With prompting and support, ask and answer questions about key details in a text.</p>       | <p><b>Teacher's Guide p. 57</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge<br/> <b>Teacher's Guide pp. 94-95</b> - Introduce <i>Chicka Chicka Boom Boom</i><br/> <b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i><br/> <b>Teacher's Guide p. 159</b> - Introduce <i>Caps for Sale</i><br/> <b>Teacher's Guide p. 429</b> - Introduce <i>We Can See!</i><br/> <b>Teacher's Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2<br/> <b>Teacher's Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1<br/> <b>Teacher's Guide p. 756</b> - Introduce <i>The Big Hit</i></p> |
| <p>2. With prompting and support, retell familiar stories, including key details.</p>             | <p><b>Teacher's Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i><br/> <b>Teacher's Guide p. 531</b> - Introduce <i>The Giant Jam Sandwich</i><br/> <b>Teacher's Guide p. 559</b> - Backpack Bear Puppet<br/> <b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and Other Folktales</i>, "The Turnip"<br/> <b>Teacher's Guide p. 711</b> - Kindergarten Book Club<br/> <b>Teacher's Guide p. 765</b> - Story Element Cards</p>  |
| <p>3. With prompting and support, identify characters, settings, and major events in a story.</p> | <p><b>Teacher's Guide p. 151</b> - Introduce Characters<br/> <b>Teacher's Guide p. 189</b> - Introduce <i>Goldilocks and the Three Bears</i><br/> <b>Teacher's Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i><br/> <b>Teacher's Guide p. 361</b> - Introduce <i>The Bottle in the River</i><br/> <b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales</i>, "The Turnip"</p>  |

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|  | <p><b>Teacher's Guide p. 765</b> - Story Element Cards<br/> <b>Teacher's Guide p. 782</b> - Introduce <i>Swimmy</i></p> |
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**Craft and Structure**

| California Standard  | Starfall Kindergarten ELA Alignment  |
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| <p>4. Ask and answer questions about unknown words in a text.</p> <p><b>CA</b> - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>   | <p><b>Teacher's Guide pp. 35-36</b> - Introduce the Star Word Wall<br/> <b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i><br/> <b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i><br/> <b>Teacher's Guide pp. 564-565</b> - Cooperation<br/> <b>Teacher's Guide pp. 599-600</b> - Introduce Paul Galdone's <i>The Little Red Hen</i><br/> <b>Teacher's Guide p. 702</b> - Introduce <i>Mox's Day</i>, Chapter 1</p>  |
| <p>5. Recognize common types of texts (e.g., storybooks, poems, <b>fantasy</b>, <b>realistic text</b>).</p> <p><b>CA</b> -Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> | <p><b>Teacher's Guide pp. 120-121</b> - Introduce Seasons<br/> <b>Teacher's Guide p. 189</b> - Introduce <i>Goldilocks and the Three Bears</i><br/> <b>Teacher's Guide p. 228</b> - Introduce <i>Mr. Bunny's Carrot Soup</i><br/> <b>Teacher's Guide p. 334</b> - Computer<br/> <b>Teacher's Guide p. 436</b> - Shining Star Awards<br/> <b>Teacher's Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i><br/> <b>Teacher's Guide pp. 533-534</b> - Introduce <i>Zac Camps</i><br/> <b>Teacher's Guide p. 569</b> - Mammals<br/> <b>Teacher's Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book<br/> <b>Teacher's Guide p. 798</b> - <i>What An Adventure!</i> Chapter's 2 and 3<br/> <b>Teacher's Guide p. 872</b> - <i>At Gus's Pond</i>, Chapter 1</p> |
| <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>   | <p><b>Teacher's Guide p. 14</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator<br/> <b>Teacher's Guide p. 16</b> - Introduce Top and Bottom<br/> <b>Teacher's Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics<br/> <b>Teacher's Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week<br/> <b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i><br/> <b>Teacher's Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i><br/> <b>Teacher's Guide p. 505</b> - Read <i>Zac the Rat</i><br/> <b>Teacher's Guide p. 531</b> - Introduce <i>The Giant Jam Sandwich</i><br/> <b>Teacher's Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p>               |

**Integration of Knowledge and Ideas**

| California Standard   | Starfall Kindergarten ELA Alignment   |
|---|---|
| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | <p><b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p><b>Teacher's Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher's Guide p. 234</b> - Introduce <i>The Map</i></p> <p><b>Teacher's Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i></p> <p><b>Teacher's Guide p. 505</b> - Read <i>Zac the Rat</i></p> <p><b>Teacher's Guide p. 554</b> - Introduce <i>Zac and the Hat</i></p> <p><b>Teacher's Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i></p>  |
| 8. (Not applicable to literature)   |   |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   | <p><b>Teacher's Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics</p> <p><b>Teacher's Guide p. 159</b> - Rhyming Words</p> <p><b>Teacher's Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan</p> <p><b>Teacher's Guide pp. 514-515</b> - Conflict and Resolution</p> <p><b>Teacher's Guide pp. 563-564</b> - <i>Zac Camps</i>: Chapter 3</p> <p><b>Teacher's Guide p. 599</b> - Introduce Paul Galdone's <i>The Little Red Hen</i></p> <p><b>Teacher's Guide p. 674</b> - Introduce <i>The Three Little Pigs</i></p> |

### Range of Reading and Level of Text Complexity

| California Standard   | Starfall Kindergarten ELA Alignment   |
|---|---|
| <p>10. Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts. <b>CA</b></p> <p>b. Use illustrations and context to make predictions about text. <b>CA</b></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. 157-158</b> - Introduce <i>Mouse Paint</i></p> <p><b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher's Guide p. 298</b> - Voting</p> <p><b>Teacher's Guide pp. 533-534</b> - Introduce <i>Zac Camps</i></p> <p><b>Teacher's Guide p. 537</b> - <i>Zac Camps</i> Making Predictions</p> <p><b>Teacher's Guide p. 639</b> - Introduce <i>Chicken Little</i></p> |

### Reading Standards for Informational Text

## Key Ideas and Details

| California Standard   | Starfall Kindergarten ELA Alignment   |
|---|---|
| <p>1. With prompting and support, ask and answer questions about key details in a text.</p>   | <p><b>Teacher's Guide pp. 137-138</b> - Introduce <i>Benjamin Franklin</i><br/> <b>Teacher's Guide p. 163</b> - Introduce <i>At the Park</i><br/> <b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i><br/> <b>Teacher's Guide p. 644</b> - Introduce <i>Penguin, Penguin</i><br/> <b>Teacher's Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert<br/> <b>Teacher's Guide pp. 761-762</b> - Introduce Reptiles<br/> <b>Teacher's Guide p. 772</b> - Introduce <i>Dinosaurs</i><br/> <b>Teacher's Guide pp. 781-782</b> - Introduce Fish<br/> <b>Teacher's Guide pp. 864-865</b> - Insects<br/> <b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates<br/> <b>Teacher's Guide p. 893</b> - Introduce <i>Monarch Butterfly</i></p> |
| <p>2. With prompting and support, identify the main topic and retell key details of a text.</p>   | <p><b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert<br/> <b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i><br/> <b>Teacher's Guide pp. 322-323</b> - Introduce the Water Cycle<br/> <b>Teacher's Guide pp. 356-357</b> - Get to Know John Muir<br/> <b>Teacher's Guide pp. 373 - 374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks<br/> <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i><br/> <b>Teacher's Guide pp. 428-429</b> - The Oxygen Cycle and Pollination<br/> <b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i><br/> <b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i></p>   |
| <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p><b>Teacher's Guide pp. 136-137</b> - Introduce <i>Benjamin Franklin</i><br/> <b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i><br/> <b>Teacher's Guide pp. 250-251</b> - Introduce Scientists and Inventors<br/> <b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i><br/> <b>Teacher's Guide pp. 373 -374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks<br/> <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i><br/> <b>Teacher's Guide pp. 428-429</b> - The Oxygen Cycle and Pollination<br/> <b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i><br/> <b>Teacher's Guide p. 521</b> - Mammals</p>   |

## Craft and Structure

| California Standard  | Starfall Kindergarten ELA Alignment   |
|--|---|
| <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>CA</b> - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> | <p><b>Teacher's Guide Holiday Lesson Plans p. 20</b> - President's Day<br/> <b>Teacher's Guide Holiday Lesson Plans p. 23</b> - Earth Day<br/> <b>Teacher's Guide Holiday Lesson Plans p. 26</b> - Memorial Day<br/> <b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i><br/> <b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i><br/> <b>Teacher's Guide pp. 339-340</b> - Vocabulary Challenge<br/> <b>Teacher's Guide p. 367</b> - Vocabulary Riddles<br/> <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i><br/> <b>Teacher's Guide pp. 545-546</b> - Introduce Beethoven<br/> <b>Teacher's Guide p. 547</b> - Review <i>Backpack Bear's Mammal Book</i><br/> <b>Teacher's Guide pp. 611-612</b> - Introduce Amazing Airplanes and Multiple Meanings of Words<br/> <b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates</p> |
| <p>5. Identify the front cover, back cover, and title page of a book.</p> <p><b>CA</b> - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>                  | <p><b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i><br/> <b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i><br/> <b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert<br/> <b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i><br/> <b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i><br/> <b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i><br/> <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i><br/> <b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i><br/> <b>Teacher's Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p>  |
| <p>6. Name the author and illustrator of a text and determine the role of each in presenting the ideas or information in a text.</p>   | <p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i><br/> <b>Teacher's Guide pp. 139-140</b> -- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert<br/> <b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i><br/> <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i><br/> <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i><br/> <b>Teacher's Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i><br/> <b>Teacher's Guide pp. 733-734</b> - Introduce Helen Keller<br/> <b>Teacher's Guide p. 772</b> - Introduce <i>Dinosaurs</i></p>   |

## Integration of Knowledge and Ideas

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|---|--|
| <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> | <p><b>Teacher’s Guide pp. 139-140-</b> Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert<br/> <b>Teacher’s Guide p. 214</b> - Introduce <i>A House in a Tree</i><br/> <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i><br/> <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i><br/> <b>Teacher’s Guide p. 521</b> - Mammals<br/> <b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p>  |
| <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p>   | <p><b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i><br/> <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i><br/> <b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i><br/> <b>Teacher’s Guide p. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</i><br/> <b>Teacher’s Guide p. 569</b> - Mammals<br/> <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i><br/> <b>Teacher’s Guide p. 644</b> - Introduce <i>Penguin, Penguin</i><br/> <b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p> |
| <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>                         | <p><b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert<br/> <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin<br/> <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i><br/> <b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks<br/> <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i><br/> <b>Teacher’s Guide pp. 864-865</b> - Insect<br/> <b>Teacher’s Guide p. 877</b> - Honeybees</p>  |

**Range of Reading and Level of Text Complexity**

| California Standard   | Starfall Kindergarten ELA Alignment  |
|---|--|
| <p>10. Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts. <b>CA</b></p> <p>b. Use illustrations and context to make predictions about text. <b>CA</b></p> | <p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i><br/> <b>Teacher’s Guide pp. 139-140-</b> Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert<br/> <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin<br/> <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i><br/> <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i><br/> <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i><br/> <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin</p> |

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|  | <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. 356</b> - Get to Know John Muir</p> |
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### Reading Standard for Foundational Skills

#### Print Concepts

| California Standard   | Starfall Kindergarten ELA Alignment  |
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| <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>e. Recognize and name all upper- and lowercase letters of the alphabet.</p> | <p><b>Teacher’s Guide p. 16</b> - Introduce Top and Bottom</p> <p><b>Teacher’s Guide p. 60 - <i>A Computer</i></b></p> <p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide p. 211</b> - Words in a Sentence</p> <p><b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences</p><br><p><b>Teacher’s Guide p. 35</b> - Review Sounds</p> <p><b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p><br><p><b>Teacher’s Guide pp. 86-87</b> - Introduce “Spacing” Anchor Chart</p> <p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide p. 325</b> - Counting Words in Sentences</p> <p><b>Teacher’s Guide p. 333</b> - What’s Wrong?</p> <p><b>Teacher’s Guide p. 372</b> - Space Between Words</p><br><p><b>Teacher’s Guide p. 12</b> - Introduce Upper and Lowercase Letters of the Alphabet</p> <p><b>Teacher’s Guide p. 430</b> - Write Uppercase and Lowercase Letters</p> <p><b>Teacher’s Guide p. 438</b> - Celebrate the Letter and Sounds of the Alphabet</p> <p><b>Teacher’s Guide p. 468</b> - Rapid Letter Recognition</p> |

#### Phonological Awareness

| California Standard  | Starfall Kindergarten ELA Alignment  |
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| <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> | <p><b>Teacher’s Guide pp. 19-20</b> - Introduce Backpack Bear’s ABC Rhyme Book</p> <p><b>Teacher’s Guide p. 59</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 91</b>- Rhyming</p> <p><b>Teacher’s Guide p. 123</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 556</b> - Short-A Rhyming Words</p> <p><b>Teacher’s Guide p. 567</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 21</b>- Syllables</p> <p><b>Teacher’s Guide p. 84</b> - Favorite Kind of Weather</p> <p><b>Teacher’s Guide p. 154</b> - Review Syllables</p> <p><b>Teacher’s Guide p. 563</b> - Syllables</p> <p><b>Teacher’s Guide p. 64</b> - Blending Onsets and Rimes</p> <p><b>Teacher’s Guide p. 266</b> - Blending Onsets and Rimes</p> <p><b>Teacher’s Guide p. 352</b> - Syllabication</p> <p><b>Teacher’s Guide p. 101</b> - Blending</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide p. 148</b> - Beginning, Middle, and Ending Sounds</p> <p><b>Teacher’s Guide p. 560</b> - Blending and Decoding</p> <p><b>Teacher’s Guide p. 280</b> - Segmenting Onsets and Rimes</p> <p><b>Teacher’s Guide p. 512</b> - Substitute Initial/Final Sounds in CVC Words with Short A</p> <p><b>Teacher’s Guide p. 545</b> - Phoneme Substitution in Short-A Words</p> <p><b>Teacher’s Guide p. 587</b> - Add and Change Sounds</p> <p><b>Teacher’s Guide p. 727</b> - Phoneme Substitution</p> <p><b>Teacher’s Guide p. 792</b> - Phoneme Addition and Substitution</p> <p><b>Teacher’s Guide p. 864</b> - Phoneme Deletion</p> |

### Phonics and Word Recognition

| California Standard   | Starfall Kindergarten ELA Alignment   |
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| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. <b>CA</b></p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p> | <p><b>Teacher’s Guide p. 291</b> - Introduce “See It! Say It! Spell It!”</p> <p><b>Teacher’s Guide p. 358</b> - Review Sounds</p> <p><b>Teacher’s Guide p. 552</b> - See It! Say It! Spell It!</p> <p><b>Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine</p> |



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|---|---|
| <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <b>Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. CA</b></p> | <p><b>Teacher’s Guide p. 502</b> - Review Vowels<br/> <b>Teacher’s Guide p. 506</b> - Review Initial Short-A Words and Introduce Initial Long A Words<br/> <b>Teacher’s Guide p. 601</b> - Computer [Silent E; Vowel Teams]<br/> <b>Teacher’s Guide p. 602</b> - Short and Long E<br/> <b>Teacher’s Guide p. 672</b> - Review Initial Short O/Introduce Initial Long-O Words<br/> <b>Teacher’s Guide p. 707</b> - Short and Long Vowels<br/> <b>Teacher’s Guide p. 718</b> - Long Vowel O<br/> <b>Teacher’s Guide p. 784</b> - Long Vowel I<br/> <b>Teacher’s Guide p. 787</b>- Computer <i>Fish and Me</i> and <i>Sky Ride</i><br/> <b>Teacher’s Guide p. 856</b> - Long U<br/> <b>Teacher’s Guide p. 871</b> - Silent E</p> |
| <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>  | <p><b>Note:</b> High-frequency words (110) are introduced and practiced throughout the curriculum.<br/> <b>Teacher’s Guide p. 50-</b> Introduce High Frequency Words: <i>is</i> and <i>for</i><br/> <b>Teacher’s Guide p. 256</b> - Introduce High Frequency Words: <i>big, go, little, in, it</i><br/> <b>Teacher’s Guide p. 412</b> - Introduce High Frequency Words: <i>her, his, says</i><br/> <b>Teacher’s Guide p. 455</b> - High Frequency Word Challenge<br/> <b>Teacher’s Guide p. 598</b> - Introduce High Frequency Words: could, should, would<br/> <b>Teacher’s Guide p. 642</b> - High Frequency Words<br/> <b>Teacher’s Guide p. 869</b> - Backpack Bear’s Story</p>   |
| <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>   | <p><b>Teacher’s Guide p. 261</b> - Homonym Tree<br/> <b>Teacher’s Guide p. 513</b> - Word Families -an and -at<br/> <b>Teacher’s Guide p. 513</b> - Introduce Inflectional Ending-ing<br/> <b>Teacher’s Guide p. 878</b> - High Frequency Word Practice<br/> <b>Teacher’s Guide p. 900</b> - Activity: Graph words used in Get Up, Cub</p>  |

**Fluency**

| California Standard  | Starfall Kindergarten ELA Alignment   |
|--|---|
| <p>4. Read emergent-reader texts with purpose and understanding.</p> | <p><b>Teacher’s Guide p. 133</b> - Introduce <i>A Rainbow</i><br/> <b>Teacher’s Guide pp. 204-205</b> - <i>Introduce At the House</i><br/> <b>Teacher’s Guide p. 332</b> - Introduce <i>At the Library</i><br/> <b>Teacher’s Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2<br/> <b>Teacher’s Guide p. 613</b> - Introduce Peg Goes Places, Chapter 1<br/> <b>Teacher’s Guide pp. 728-729</b> - <i>Mox’s Day</i>, Chapter 3<br/> <b>Teacher’s Guide p. 818</b> - <i>What An Adventure!</i> Choral Reading</p> |

## Writing

### Text Types and Purposes

| California Standard  | Starfall Kindergarten ELA Alignment   |
|--|---|
| <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> | <p><b>Teacher’s Guide p. 188</b> - Book Review<br/> <b>Teacher’s Guide p. 220</b> - Book Review<br/> <b>Teacher’s Guide pp. 383-384</b> - Write About Ruby: Part 1 &amp; 2<br/> <b>Teacher’s Guide p. 441</b>- Opinion Writing<br/> <b>Teacher’s Guide p. 594</b> - Reasons for Opinions<br/> <b>Teacher’s Guide p. 610</b>- Sharing Opinions and Explaining Choices<br/> <b>Teacher’s Guide p. 645</b> - Supporting Opinions</p>   |
| <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>  | <p><b>Teacher’s Guide p. 273</b> - Introduce Expository Writing<br/> <b>Teacher’s Guide p. 268</b> - Add Details to Expository Writings<br/> <b>Teacher’s Guide pp. 390-391</b> - Shared Writing: We Can Be Peaceful<br/> <b>Teacher’s Guide p. 544</b> - Interviews to Gather Information<br/> <b>Teacher’s Guide p. 769</b> - Persuasive Writing<br/> <b>Teacher’s Guide p. 810</b>- Shared Writing</p>   |
| <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>   | <p><b>Teacher’s Guide p. 273</b> - Share Expository Writings<br/> <b>Teacher’s Guide p. 410</b> - Writing a Story: “My Pet Dog”<br/> <b>Teacher’s Guide p. 418</b> - Write About Experiments<br/> <b>Teacher’s Guide p. 425</b> - Writing a Story “My Pet Dog”<br/> <b>Teacher’s Guide p. 431</b> - Shared Writing Narrative<br/> <b>Teacher’s Guide p. 479</b> - Adding Text to Illustrations<br/> <b>Teacher’s Guide p. 552</b> - Informational Writing Organizer<br/> <b>Teacher’s Guide pp. 596-597</b>- Write a Response to “The Little Red Hen”<br/> <b>Teacher’s Guide pp. 724-725</b> - Shared Writing About Marshmallows</p> |

### Production and Distribution of Writing

| California Standard   | Starfall Kindergarten ELA Alignment   |
|---|---|
| 4. (Begins in grade 2) CA   |   |
| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.          | <b>Teacher's Guide p. 248</b> - Adding Details<br><b>Teacher's Guide p. 254</b> - Descriptive Words<br><b>Teacher's Guide p. 265</b> - Story Title<br><b>Teacher's Guide p. 426</b> - Add to Observation Writings<br><b>Teacher's Guide p. 682</b> - Illustrate Research Writings<br><b>Teacher's Guide p. 704</b> - Add Details to Sentences<br><b>Teacher's Guide p. 735</b> - Add Detail to Expand Sentences |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | <b>Teacher's Guide p. 531</b> - Questions About Mammals<br><b>Teacher's Guide p. 563</b> - Publish News Article<br><b>Teacher's Guide p. 567</b> - Illustrate News Article<br><b>Teacher's Guide p. 678</b> - Introduce Wolves by Margaret Hillert<br><b>Teacher's Guide p. 681</b> - Begin Research Writing  |

#### Research to Build and Present Knowledge

| California Standard   | Starfall Kindergarten ELA Alignment   |
|---|---|
| 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  | <b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin<br><b>Teacher's Guide p. 528</b> - Class Newspaper Article<br><b>Teacher's Guide p. 533</b> - Collect Ideas for Class Article<br><b>Teacher's Guide p. 537</b> - Questions About Mammals<br><b>Teacher's Guide p. 681</b> - Begin Research Writing                                    |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin<br><b>Teacher's Guide p. 327</b> - Write About Experiments<br><b>Teacher's Guide p. 447</b> - Kid Writing: Part 1<br><b>Teacher's Guide p. 452</b> - Kid Writing: Part 2<br><b>Teacher's Guide p. 538</b> - Write About Mammals<br><b>Teacher's Guide p. 681</b> - Write About Wolves |
| 9. (Begins in grade 4)  |   |

#### Range of Writing

| California Standard        | Starfall Kindergarten ELA Alignment |
|----------------------------|-------------------------------------|
| 10. (Begins in grade 2) CA |                                     |

## Speaking and Listening

### Comprehension and Collaboration

| California Standard   | Starfall Kindergarten ELA Alignment   |
|---|---|
| <p>1. Participate in collaborative conversations with diverse partners <b>about kindergarten topics and texts</b> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> | <p><b>Teacher's Guide p. 67</b> - Kindergarten Book Club<br/> <b>Teacher's Guide p. 207</b> - Introduce Presentation Voices<br/> <b>Teacher's Guide p. 238</b> - Introduce the Author's Chair<br/> <b>Teacher's Guide p. 328</b> - Author's Chair<br/> <b>Teacher's Guide p. 364</b> - Author's Chair<br/> <b>Teacher's Guide p. 388</b> - Author's Chair</p> <p><b>Teacher's Guide pp. 137-138</b> - Introduce Benjamin Franklin<br/> <b>Teacher's Guide pp. 159-160</b> - Introduce <b><i>Caps for Sale</i></b><br/> <b>Teacher's Guide p. 273</b> - Share Expository Writings<br/> <b>Teacher's Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle<br/> <b>Teacher's Guide pp. 382-383</b> - Write About Ruby: Part 1 (Partner share)<br/> <b>Teacher's Guide pp. 392-393</b> - Kindergarten Book Club<br/> <b>Teacher's Guide p. 555</b> - <b><i>Zac Camps</i></b>: Chapter 2 (Partner share)</p> |
| <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>a. Understand and follow one- and two- step oral directions. <b>CA</b></p>  | <p><b>Teacher's Guide pp. 30-31</b> - Introduce Alphabetical Order and the Starfall Dictionary<br/> <b>Teacher's Guide pp. 139-140</b> - Introduce <b><i>Rainbow, Rainbow</i></b><br/> <b>Teacher's Guide p. 212</b> - Introduce Story Element Cards<br/> <b>Teacher's Guide p. 234</b> - Introduce <b><i>The Map</i></b><br/> <b>Teacher's Guide pp. 249-250</b> - Introduce <b><i>Ox-Cart Man</i></b><br/> <b>Teacher's Guide pp. 456-457</b>- Review The Earth, The Sun, The Moon<br/> <b>Teacher's Guide p. 511</b> - Comprehension: Questioning<br/> <b>Teacher's Guide pp. 761-762</b> - Introduce Reptiles<br/> <b>Teacher's Guide pp. 456-457</b>- Review The Earth, The Sun, The Moon</p>  |
| <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>   | <p><b>Teacher's Guide pp. 52-53</b> - Introduce <b><i>Backpack Bear Learns the Rules</i></b> by Chase Tunbridge<br/> <b>Teacher's Guide p. 119</b> - Introduce Weather<br/> <b>Teacher's Guide pp. 125-126</b> - Introduce Cause and Effect<br/> <b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin<br/> <b>Teacher's Guide p. 273</b> - Share Expository Writings<br/> <b>Teacher's Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle<br/> <b>Teacher's Guide p. 544</b> - Interviews to Gather Information</p>  |

### Presentation of Knowledge and Ideas

| California Standard   | Starfall Kindergarten ELA Alignment  |
|---|--|
| 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | <b>Teacher’s Guide pp. 25-26</b> - Introduce the Schema Anchor Chart<br><b>Teacher’s Guide pp. 202-203</b> - Write About Your Family<br><b>Teacher’s Guide p. 268</b> - Add Detail to Expository Writings<br><b>Teacher’s Guide pp. 281-282</b> - Our Leaders<br><b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle<br><b>Teacher’s Guide pp. 466-467</b> - Introduce the Solar System<br><b>Teacher’s Guide pp. 781-782</b> - Introduce Fish                                    |
| 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.                   | <b>Teacher’s Guide p. 268</b> - Add Detail to Expository Writings<br><b>Teacher’s Guide p. 482</b> - Create a Model of the Solar System: Progressive Center<br><b>Teacher’s Guide p. 567</b> - Illustrate News Article<br><b>Teacher’s Guide p. 668</b> - Create/Design Shops<br><b>Teacher’s Guide p. 680</b> - Names for Shops<br><b>Teacher’s Guide p. 848</b> - Illustrate Gus and Tin Man<br><b>Teacher’s Guide p. 895</b> - Illustrate <i>The Butterfly Book</i>                       |
| 6. Speak audibly and express thoughts, feelings, and ideas clearly.   | <b>Teacher’s Guide p. 165</b> - Celebrate “Hat Day”<br><b>Teacher’s Guide p. 207</b> - Introduce Presentation Voices<br><b>Teacher’s Guide p. 238</b> - Introduce the Author’s Chair<br><b>Teacher’s Guide p. 269</b> - Create an Invention<br><b>Teacher’s Guide p. 328</b> - Author’s Chair<br><b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i><br><b>Teacher’s Guide pp. 393-394</b> - Kindergarten Book Club<br><b>Teacher’s Guide p. 903</b> - Kindergarten Book Club |

### Language Standards

#### Conventions of Standard English

| California Standard  | Starfall Kindergarten ELA Alignment   |
|--|---|
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>a. Print many upper- and lowercase letters. | <b>Teacher’s Guide pp. 50-51</b> - Introduce High Frequency Words: <i>is</i> and <i>for</i><br><b>Teacher’s Guide p. 162</b> - Activity<br><b>Teacher’s Guide p. 271</b> - Cumulative Review<br><b>Teacher’s Guide pp. 323-324</b> - Introduce <i>Hh/h/</i><br><b>Teacher’s Guide pp. 385-386</b> - Introduce <i>Jj/j/</i><br><b>Teacher’s Guide p. 447</b> - Kid Writing: Part 1<br><b>Teacher’s Guide p. 535</b> - Activity |

|  |   |
|--|---|
| <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> | <p><b>Teacher’s Guide pp. 557-558</b> - Introduce High Frequency Words: <i>all, good, what, some</i></p> <p><b>Teacher’s Guide p. 108</b> - Review Anchor Charts/Introduce Nouns: Names of Places</p> <p><b>Teacher’s Guide p. 450</b> - Inflectional Endings Review</p> <p><b>Teacher’s Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s</p> <p><b>Teacher’s Guide p. 611</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words</p> <p><b>Teacher’s Guide p. 727</b> - Create Mox’s Menu</p> <p><b>Teacher’s Guide pp. 50-51</b> - Introduce High Frequency Words: <i>is, for</i></p> <p><b>Teacher’s Guide p. 354</b> - Introduce High Frequency Words: have, help, helps</p> <p><b>Teacher’s Guide p. 442</b> - Introduce Inflectional Endings, -s and -ed</p> <p><b>Teacher’s Guide p. 450</b> - Inflectional Endings Review</p> <p><b>Teacher’s Guide p. 383</b> - Ways to Be Kind</p> <p><b>Teacher’s Guide p. 511</b> - Comprehension: Questioning</p> <p><b>Teacher’s Guide p. 780</b> - Introduce Class Adventure Story</p> <p><b>Teacher’s Guide p. 788</b> - Plan Class Adventure</p> <p><b>Teacher’s Guide p. 788</b> - Add Class Adventure details</p> <p><b>Teacher’s Guide p. 320</b> - Position Words/Opposites</p> <p><b>Teacher’s Guide pp. 480-481</b> - Positional Words and Prepositions</p> <p><b>Teacher’s Guide pp. 533-534</b> - Introduce <i>Zac Camps</i></p> <p><b>Teacher’s Guide p. 337</b> - Shared Oral Story</p> <p><b>Teacher’s Guide p. 384</b> - Write About Ruby: Part 2</p> <p><b>Teacher’s Guide p. 479</b> - Backpack Bear’s Starry Adventure Story</p> <p><b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i>: Making Predictions</p> |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and</p>  | <p><b>Teacher’s Guide p. 42</b> - Where to Use Capital Letters</p> <p><b>Teacher’s Guide p. 48</b> - Where to Use Capital Letters</p> <p><b>Teacher’s Guide p. 62</b> - Capital Letter Anchor Chart</p> <p><b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal</p> <p><b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences</p> <p><b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal</p> <p><b>Teacher’s Guide pp. 104-106</b> - Introduce the Punctuation Anchor Chart</p> <p><b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 280</b> - Punctuation Anchors Chart</p> <p><b>Teacher’s Guide p. 537</b> - Punctuation Detectives</p> <p><b>Teacher’s Guide p. 443</b> - Activity</p>  |

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| <p>short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> | <p><b>Teacher’s Guide p. 534</b> - Missing Words<br/> <b>Teacher’s Guide p. 552</b> - “See It! Say It! Spell It!”<br/> <b>Teacher’s Guide p. 555</b> - Activity<br/> <b>Teacher’s Guide p. 593</b> - Activity</p> <p><b>Teacher’s Guide p. 418</b> - Write About Experiments<br/> <b>Teacher’s Guide p. 443</b> - Rhyming Words<br/> <b>Teacher’s Guide p. 443</b> - Activity<br/> <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2<br/> <b>Teacher’s Guide p. 518</b> - Write About Our Mammal Friends</p> |
|--|--|

### Knowledge of Language

| California Standard    | Starfall Kindergarten ELA Alignment |
|------------------------|-------------------------------------|
| 3. (Begins in grade 2) |                                     |

### Vocabulary Acquisition and Use

| California Standard  | Starfall Kindergarten ELA Alignment  |
|--|--|
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <b>duck</b> is a bird and learning the verb <b>to duck</b>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <b>-ed, -s, re-, un-, pre-, -ful, -less</b>) as a clue to the meaning of an unknown word.</p> | <p><b>Teacher’s Guide p. 57</b>- Introduce <i><b>I Am Your Flag</b></i><br/> <b>Teacher’s Guide p. 249</b> - Introduce Homonyms<br/> <b>Teacher’s Guide p. 261</b> - Homonym Tree<br/> <b>Teacher’s Guide p. 428</b> - The Oxygen Cycle and Pollination<br/> <b>Teacher’s Guide p. 469</b> - Introduce Constellations<br/> <b>Teacher’s Guide p. 616</b> - Using Maps, Introduce <i><b>Peg Helps Zac</b></i></p> <p><b>Teacher’s Guide p. 442</b> - Introduce Inflectional Ending, -s and -ed<br/> <b>Teacher’s Guide p. 450</b> - Inflectional Endings Review<br/> <b>Teacher’s Guide p. 513</b> - Introduce Inflectional Ending <b>-ing</b><br/> <b>Teacher’s Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s</p> |
| <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to</p>   | <p><b>Teacher’s Guide pp. 149-150</b> - Introduce Colors<br/> <b>Teacher’s Guide p. 358</b> - Recycling/Composting<br/> <b>Teacher’s Guide p. 411</b> - Living and Nonliving<br/> <b>Teacher’s Guide p. 521</b> - Mammals</p> <p><b>Teacher’s Guide pp. 565 -566</b> - Force: Push and Pull<br/> <b>Teacher’s Guide p. 601</b> - Compare and Contrast</p>  |

|   |  |
|---|--|
| <p>their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meaning.</p> | <p><b>Teacher’s Guide p. 614</b> - Introduce The Wright Brothers<br/> <b>Teacher’s Guide p. 685</b> - Compare and Contrast<br/> <b>Teacher’s Guide p. 727</b> - Create Mox’s Menu</p> <p><b>Teacher’s Guide pp. 108-109</b> - Review Anchor Charts/<br/> Introduce Nouns: Names of Places<br/> <b>Teacher’s Guide p. 249</b> - Introduce Homonyms<br/> <b>Teacher’s Guide pp. 564-565</b> - Cooperation<br/> <b>Teacher’s Guide p. 565</b> - Force: Push and Pull<br/> <b>Teacher’s Guide p. 728</b> - <i>Mox’s Day</i>, Chapter 3</p> <p><b>Teacher’s Guide pp. 508-510</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i><br/> <b>Teacher’s Guide p. 611</b>- Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words<br/> <b>Teacher’s Guide pp. 695-696</b> - Introduce <i>Mox Jogs</i></p> |
| <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>   | <p><b>Teacher’s Guide p. 241</b> - Our Community<br/> <b>Teacher’s Guide p. 422</b> - Plant Seeds<br/> <b>Teacher’s Guide p. 423</b> - Activity<br/> <b>Teacher’s Guide p. 456</b> - Review The Earth, The Sun, The Moon<br/> <b>Teacher’s Guide p. 471</b> - Introduce Orion the Hunter<br/> <b>Teacher’s Guide pp. 508-510</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i><br/> <b>Teacher’s Guide p. 547</b> - Review Backpack Bear’s Mammal Book</p>   |

### Range of Text Types for K–5

Students in grades K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature: Stories, Dramas, Poetry  | Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts  |
|--|---|
| <ul style="list-style-type: none"> <li>● <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.</li> <li>● <i>The Kissing Hand</i> by Audrey Penn</li> <li>● <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr.</li> <li>● <i>Today Is Monday</i> by Eric Carle</li> <li>● <i>Cloudy With a Chance of Meatballs</i> by Judi Barrett</li> <li>● <i>Mouse Paint</i> by Ellen Stoll Walsh</li> <li>● <i>Caps for Sale</i> by Esphyr Slobodkina</li> <li>● <i>Ira Sleeps Over</i> by Bernard Waber</li> <li>● <i>Goldilocks and the Three Bears</i> by Jan Brett</li> </ul> | <ul style="list-style-type: none"> <li>● <i>Me on the Map</i> by Joan Sweeney</li> <li>● <i>Ox-Cart Man</i> by Donald Hall</li> <li>● <i>George Washington and the General’s Dog</i> by Fran Murphy</li> <li>● <i>The Popcorn Book</i> by Tomie dePaola</li> <li>● <i>Monarch Butterfly</i> by Gail Gibbons</li> </ul> <p>Starfall Books/Text</p> <ul style="list-style-type: none"> <li>● <i>I Am Your Flag</i></li> <li>● <i>George Seurat</i></li> </ul> |



- *Miss Rumphius* by Barbara Cooney
- *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don Wood
- *The Little Red Hen* by Paul Galdone
- *Amazing Airplanes* by Tony Mitton
- *The Three Little Pigs* by Patricia Seibert
- *One Fine Day* by Nonny Hogrogian
- *The Tortoise and the Hare* by Janet Stevens
- *Swimmy* by Leo Lionni
- *The Salamander Room* by Anne Mazer
- *Anansi the Spider* by Gerald McDermott

**Starfall Books/Texts**

- *Backpack Bear Learns the Rules*
- *Seasons Poems*
- *A House in a Tree*
- *Goldilocks and the Three Bears*
- *Little Red Hen and Other Folk Tales*
- *I Can Do It!*
- *It's Earth Day Dear Dragon*
- *Why the Sun and the Moon Live in the Sky*
- *Backpack Bear's Mammal Book*
- *Mr. Bunny's Carrot Soup*
- *Zac Camps*
- *Peg Goes Places*
- *Mox's Day*
- *What an Adventure!*
- *At Gus's Pond*
- Cut-Up/Take-Home Book Set (pre decodable and decodable stories)

- *Rainbow Rainbow*
- *A Day in the Life of a Firefighter*
- *America the Beautiful*
- *Precipitation*
- *Historical Posters/text*

Thomas Edison  
Benjamin Franklin  
Abraham Lincoln  
John Muir  
Martin Luther King, Jr  
Rosa Parks  
Wright Brothers  
Helen Keller  
Cesar Chavez  
Squanto  
Rosa Parks

- *A Young Hero* (Ruby Bridges)
- *Backpack Bear's Mammal Book*
- *Backpack Bear's Bird Book*
- *Backpack Bear's Reptiles, Amphibians, and Fish Book*
- *Backpack Bear's Invertebrates Book*
- *Backpack Bear's Plant Book*
- *Helen Keller*
- *How I Know My World*
- *At the Beach*
- *Wolves*
- *Penguin, Penguin*

\* The standards in this document were copied directly from *The California Common Core State Standards for Kindergarten*.

**\*\*Publisher's Note:** The citations included in this alignment represent a sampling of Starfall Kindergarten English Language Arts with Social Studies and Science Curriculum. Each standard is covered in depth throughout the curriculum. Additional Starfall standards which also support College and Career Readiness Anchor Standards for Reading may be found in the *Read Me First* pages 21-26. Updated June 2017.