



**Connecticut Kindergarten ELA Standards Alignment to Starfall**

**Strand: K-5 Reading Standards for Literature (RL)**

**Cluster 1: Key Ideas and Details**

Connecticut Standards	Starfall K ELA Alignment
<p><b>RL.K1</b> - With prompting and support, ask and answer questions about key details in a text.</p> <p><i>CCR Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>	<p><b>Teacher’s Guide p. 14-15</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator</p> <p><b>Teacher’s Guide pp. 18-19</b> - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr.</p> <p><b>Teacher’s Guide pp. 67-68</b> - Introduce Kindergarten Book Club</p> <p><b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and <i>Days of the Week</i></p> <p><b>Teacher’s Guide pp. 94-95</b> - Introduce <i>Chicka Chicka Boom Boom</i></p> <p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p><b>Teacher’s Guide p. 159</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i></p> <p><b>Teacher’s Guide p. 429</b> - Introduce <i>We Can See!</i></p> <p><b>Teacher’s Guide p. 508</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p><b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher’s Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2</p> <p><b>Teacher’s Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p><b>Teacher’s Guide p. 756</b> - Introduce <i>The Big Hit</i></p>
<p><b>RL.K2</b> - With prompting and support, retell familiar stories, including key details.</p>	<p><b>Teacher’s Guide p. 67</b> - Introduce Kindergarten Book Club</p> <p><b>Teacher’s Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards</p> <p><b>Teacher’s Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i></p>

<p><i>CCR Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	<p><b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher’s Guide p. 536</b> - Story Elements  <b>Teacher’s Guide p. 559</b> - Backpack Bear Puppet  <b>Teacher’s Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and Other Folktales, “The Turnip”</i>  <b>Teacher’s Guide p. 639</b> - Introduce “Chicken Little”  <b>Teacher’s Guide p. 703</b> - Introduce <i>One Fine Day</i>  <b>Teacher’s Guide p. 711</b> - Kindergarten Book Club  <b>Teacher’s Guide pp. 764-765</b> - Introduce <i>The Tortoise and the Hare</i>  <b>Teacher’s Guide pp. 765-766</b> - Story Element Cards</p>
<p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><i>CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></p>	<p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher’s Guide p. 151</b> - Introduce Characters  <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher’s Guide p. 228</b> - Introduce “<i>Mr. Bunny’s Carrot Soup</i>”  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide p. 361</b> - Introduce <i>The Bottle in the River</i>  <b>Teacher’s Guide pp. 508-509</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher’s Guide p. 536</b> - Story Elements  <b>Teacher’s Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i>  <b>Teacher’s Guide pp. 595-596</b> - Introduce Starfall’s “The Little Red Hen”  <b>Teacher’s Guide p. 703</b> - Introduce <i>One Fine Day</i>  <b>Teacher’s Guide p. 765</b> - Story Element Cards  <b>Teacher’s Guide p. 782</b> - Introduce <i>Swimmy</i>  <b>Teacher’s Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p>

**Cluster 2: Craft and Structure**

Connecticut Standards	Starfall K ELA Alignment
<p><b>RL.K.4</b> Ask and answer questions about unknown words in a text.</p>	<p><b>Teacher’s Guide pp. 35-36</b> - Introduce the Star Word Wall  <b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></p>

<p><i>CCR 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.</i></p>	<p><b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide p. 367</b> - Vocabulary Riddles  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven  <b>Teacher’s Guide pp. 564-565</b> - Cooperation  <b>Teacher’s Guide pp. 599-600</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i>  <b>Teacher’s Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates</p>
<p><b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><i>CCR 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.</i></p>	<p><b>Teacher’s Guide pp. 19-20</b> - Introduce <i>Backpack Bear’s ABC Rhyme Book</i>  <b>Teacher’s Guide pp. 30-31</b> - Introduce Alphabetical Order and the <i>Starfall Dictionary</i>  <b>Teacher’s Guide pp. 120-121</b> - Introduce Seasons  <b>Teacher’s Guide p. 189</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide p. 228</b> - Introduce <i>Mr. Bunny’s Carrot Soup</i>  <b>Teacher’s Guide p. 334</b> - Computer  <b>Teacher’s Guide p. 436</b> - Shining Star Awards  <b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i>  <b>Teacher’s Guide pp. 533-534</b> - Introduce <i>Zac Camps</i>  <b>Teacher’s Guide p. 569</b> - Mammals  <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 p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1  <b>Teacher’s Guide p. 702</b> - Introduce <i>Mox’s Day</i>, Chapter 1  <b>Teacher’s Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book  <b>Teacher’s Guide pp. 764-765</b> - Introduce <i>The Tortoise and the Hare</i>  <b>Teacher’s Guide p. 872</b> - <i>At Gus’s Pond</i>, Chapter 1  <b>Starfall.com:</b> Songs &amp; Rhymes - “Selected Nursery Rhymes”  <b>Starfall.com:</b> I’m Reading - “Chinese Fables”  <b>Starfall.com:</b> I’m Reading - “Comics”  <b>Starfall.com:</b> I’m Reading - “Greek Myths”  <b>Starfall.com:</b> I’m Reading - “Folk Tales”</p>
<p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><i>CCR Assess how point of view or purpose shapes the content and style of a text.</i></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</p>

	<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 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. 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>Starfall.com:</b> Songs &amp; Rhymes - “Selected Nursery Rhymes”</p> <p><b>Starfall.com:</b> I’m Reading - “Chinese Fables”</p> <p><b>Starfall.com:</b> I’m Reading - “Comics”</p> <p><b>Starfall.com:</b> I’m Reading - “Greek Myths”</p> <p><b>Starfall.com:</b> I’m Reading - “Folk Tales”</p>
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**Cluster 3: Integration of Knowledge and Ideas**

Connecticut Standards	Starfall K ELA Alignment
<p><b>RL.K.7</b> 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> <p><i>CCR Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>	<p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin</p> <p><b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</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 pp. 232-233</b> - Introduce <i>Me on the Map</i></p> <p><b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i></p> <p><b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir</p> <p><b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i></p> <p><b>Teacher’s Guide p. 505</b> - Read <i>Zac the Rat</i></p> <p><b>Teacher’s Guide pp. 528-567</b> - Week 17 and Week 18 - Magic Writing Moments - Class Newspaper Article</p> <p><b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven</p> <p><b>Teacher’s Guide p. 554</b> - Introduce <i>Zac and the Hat</i></p> <p><b>Teacher’s Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i></p> <p><b>Teacher’s Guide pp. 668-683</b> - Magic Writing Moments - Create/Design Shops</p>

	<p><b>Teacher's Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher's Guide pp. 820-822</b> - Classify Animals with Backbones (Vertebrates)  <b>Starfall.com:</b> "Backpack Bear's Books"  <b>Starfall.com:</b> "Talking Library"  <b>Starfall.com:</b> "It's Fun to Read"  <b>Starfall.com:</b> "I'm Reading"</p>
<p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><i>CCR Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></p>	<p><b>Teacher's Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics  <b>Teacher's Guide p. 159</b> - Rhyming Words  <b>Teacher's Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan  <b>Teacher's Guide pp. 232-234</b> - Introduce <i>Me on the Map</i> and <i>The Map</i>  <b>Teacher's Guide pp. 250-251</b> - Introduce Scientists and Inventors  <b>Teacher's Guide pp. 303-304</b> - Compare Washington and Lincoln  <b>Teacher's Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks  <b>Teacher's Guide p. 382</b> - Introduce <i>Ruby Goes to School</i>  <b>Teacher's Guide pp. 514-515</b> - Conflict and Resolution  <b>Teacher's Guide pp. 563-564</b> - <i>Zac Camps</i>: Chapter 3  <b>Teacher's Guide p. 599</b> - Introduce Paul Galdone's <i>The Little Red Hen</i>  <b>Teacher's Guide pp. 645-646</b> - Introduce <i>Hen</i>  <b>Teacher's Guide p. 674</b> - Introduce <i>The Three Little Pigs</i>  <b>Teacher's Guide pp. 678-679</b> - Introduce <i>Wolves</i> by Margaret Hillert and <i>Wolves</i></p>

**Cluster 4: Range of Reading and Level of Text Complexity**

Connecticut Standards	Starfall K ELA Alignment
<p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><i>CCR Read and comprehend complex literary and informational texts independently and proficiently.</i></p>	<p><b>Teacher's Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics  <b>Teacher's Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week  <b>Teacher's Guide pp. 94-95</b> - Introduce <i>Chicka Chicka Boom Boom</i>  <b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher's Guide p. 128</b> - Formative Assessment  <b>Teacher's Guide p. 141</b> - <i>A Rainbow</i> Sequencing Activity  <b>Teacher's Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>  <b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher's Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p>

	<p><b>Teacher’s Guide pp. 190-191</b> - Sequence <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 pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan</p> <p><b>Teacher’s Guide p. 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. 249-250</b> - Introduce <i>Ox-Cart Man</i></p> <p><b>Teacher’s Guide p. 298</b> - Voting</p> <p><b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i></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>
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### Reading Standards for Informational Text

#### Cluster 1: Key Ideas and Details

Connecticut Standards	Starfall K ELA Alignment
<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></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. 137-138</b> - Introduce <i>Benjamin Franklin</i></p> <p><b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p><b>Teacher’s Guide p. 151</b> - Introduce Characters</p> <p><b>Teacher’s Guide p. 163</b> - Introduce <i>At the Park</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. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i></p> <p><b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i></p> <p><b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i></p> <p><b>Teacher’s Guide p. 644</b> - Introduce <i>Penguin, Penguin</i></p> <p><b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p> <p><b>Teacher’s Guide pp. 761-762</b> - Introduce Reptiles</p> <p><b>Teacher’s Guide p. 772</b> - Introduce <i>Dinosaurs</i></p> <p><b>Teacher’s Guide pp. 781-782</b> - Introduce Fish</p> <p><b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates</p> <p><b>Teacher’s Guide pp. 864-865</b> - Insects</p> <p><b>Teacher’s Guide p. 893</b> - Introduce <i>Monarch Butterfly</i></p>
<p><b>RI.K.2</b> 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</p> <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><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	<p><b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir  <b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide pp. 428-429</b> - The Oxygen Cycle and Pollination  <b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 517</b>- Introduce <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide pp. 519-520</b> - <i>Backpack Bear’s Mammal Book</i> (Part Two)  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 877</b> - Honeybees</p>
<p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></p>	<p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge  <b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today Is Monday</i> by Eric Carle and Days of the Week  <b>Teacher’s Guide pp. 136-137</b> - Introduce <i>Benjamin Franklin</i>  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide pp. 250-251</b> - Introduce Scientists and Inventors  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln  <b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 428-429</b> - The Oxygen Cycle and Pollination  <b>Teacher’s Guide p. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide p. 521</b> - Mammals  <b>Teacher’s Guide pp. 794-795</b> - Introduce <i>At the Beach</i>  <b>Teacher’s Guide pp. 849-850</b> - Arthropods</p>

**Cluster 2: Craft and Structure**

Connecticut Standards	Starfall K ELA Alignment
<p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and</i></p>	<p><b>Teacher’s Guide Seasonal Holidays p. 20</b> - President’s Day  <b>Teacher’s Guide Seasonal Holidays p. 23</b> - Earth Day  <b>Teacher’s Guide Seasonal Holidays p. 26</b> - Memorial Day  <b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i></p>

<p><i>figurative meanings, and analyze how specific word choices shape meaning or tone.</i></p>	<p><b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher’s Guide pp. 339-340</b> - Vocabulary Challenge  <b>Teacher’s Guide p. 367</b> - Vocabulary Riddles  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven  <b>Teacher’s Guide p. 547</b> - Review <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates</p>
<p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><i>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.</i></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><b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><i>Assess how point of view or purpose shapes the content and style of a text.</i></p>	<p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide pp. 139-140</b> -- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i>  <b>Teacher’s Guide pp. 733-734</b> - Introduce Helen Keller  <b>Teacher’s Guide p. 772</b> - Introduce <i>Dinosaurs</i></p>

**Cluster 3: Integration of Knowledge and Ideas**

Connecticut Standards	Starfall K ELA Alignment
<p><b>RI.K.7</b> 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  <b>Teacher’s Guide p. 214</b> - Introduce <i>A House in a Tree</i>  <b>Teacher’s Guide pp. 250-251</b> - Introduce Scientists and Inventors</p>



<p><i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (See also “Research to Build and Present Knowledge” in Writing and Comprehension and Collaboration” in Speaking and Listening for related standards.)</i></p>	<p><b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 295 -296</b> -Introduce Abraham Lincoln  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide p. 521</b> - Mammals  <b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i>  <b>Teacher’s Guide pp. 894-895</b> - <i>The Butterfly Book/Illustrate The Butterfly Book</i></p>
<p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></p>	<p><b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide p. 569</b> - Mammals  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 644</b> - Introduce <i>Penguin, Penguin</i>  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p>
<p><b>RI.K.9</b> 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><i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></p>	<p><b>Teacher’s Guide pp. 133/139-140</b> - Introduce <i>A Rainbow</i>/Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide pp. 232/234</b> - Introduce <i>Me on the Map</i> and Introduce <i>The Map</i>  <b>Teacher’s Guide pp. 250-251</b> - Introduce Scientists and Inventors  <b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln  <b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide pp. 864-865</b> - Insects  <b>Teacher’s Guide p. 877</b> - Honeybees</p>

**Cluster 4: Range of Reading and Level of Text Complexity**

<p><b>Connecticut Standards</b></p>	<p><b>Starfall K ELA Alignment</b></p>
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<p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><i>Read and comprehend complex literary and informational texts independently and proficiently.</i></p>	<p><b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i></p> <p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i></p> <p><b>Teacher’s Guide pp. 139-140</b>- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin</p> <p><b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i></p> <p><b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i></p> <p><b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln</p> <p><b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i></p> <p><b>Teacher’s Guide p. 356</b> - Get to Know John Muir</p> <p><b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club</p> <p><b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i></p> <p><b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i></p> <p><b>Teacher’s Guide p. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</i></p> <p><b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p> <p><b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p> <p><b>Teacher’s Guide pp. 794-795</b> - Introduce <i>At the Beach</i></p>
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**Reading Standards: Foundational Skills**

**Cluster 1: Print Concepts**

**RF.K.1 Demonstrate understanding of the organization and basic features of print.**

Connecticut Standards	Starfall K ELA Alignment
<p><b>RF.K.1.a</b> Follow words from left to right, top to bottom, and page by page.</p>	<p><b>Teacher’s Guide p. 16</b> - Introduce Top and Bottom</p> <p><b>Teacher’s Guide p. 60</b> - <i>A Computer</i></p> <p><b>Teacher’s Guide p. 66</b> - <i>A Computer</i> Sequencing Activity</p> <p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide p. 162</b> - Computer - It’s Fun to Read/Learn to Read</p> <p><b>Teacher’s Guide p. 211</b> - Words in a Sentence</p> <p><b>Teacher’s Guide p. 366</b> - Sequence <i>The Bottle in the River</i></p> <p><b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences</p>
<p><b>RF.K.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><b>Teacher’s Guide p. 35</b> - Review Sounds</p> <p><b>Teacher’s Guide p. 48</b> - Difference Between a Letter and a Word</p> <p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide p. 110</b> - At School “Color by Word”</p> <p><b>Teacher’s Guide p. 135</b> - Introduce Inventive Spelling</p> <p><b>Teacher’s Guide p. 136</b> - Kid Writing and Adult Writing</p>

	<p><b>Teacher’s Guide p. 162</b> - Activity “Word Shapes”</p> <p><b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”</p> <p><b>Teacher’s Guide p. 213</b> - Form High Frequency Words with Play Dough or Magnetic Letters</p> <p><b>Teacher’s Guide p. 228</b> - Activity</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide p. 272</b> - Word Search</p>
<b>RF.K.1c</b> Understand that words are separated by spaces in print.	<p><b>Teacher’s Guide pp. 86-87</b> - Introduce “Spacing” Anchor Chart</p> <p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide p. 136</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 165</b> - Write about “Hat Day”</p> <p><b>Teacher’s Guide p. 202</b> - Write About Your Family</p> <p><b>Teacher’s Guide p. 208</b> - Writing About Animals</p> <p><b>Teacher’s Guide p. 325</b> - Counting Words in Sentences</p> <p><b>Teacher’s Guide p. 333</b> - What’s Wrong?</p> <p><b>Teacher’s Guide p. 372</b> - Space Between Words</p> <p><b>Teacher’s Guide p. 856</b> - Spaces Anchor Chart Presentation</p>
<b>RF.K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet.	<p><b>Teacher’s Guide p. 12</b> - Introduce Upper and Lowercase Letters of the Alphabet</p> <p><b>Teacher’s Guide pp. 17-18</b> - Introduce Upper and Lowercase Letters of the Alphabet</p> <p><b>Teacher’s Guide p. 104</b> - Activity</p> <p><b>Teacher’s Guide p. 197</b> - Activity “Alphabet Avenue”</p> <p><b>Teacher’s Guide p. 430</b> - Write Uppercase and Lowercase Letters</p> <p><b>Teacher’s Guide p. 438</b> - Celebrate the Letters and Sounds of the Alphabet</p> <p><b>Teacher’s Guide p. 468</b> - Rapid Letter Recognition</p> <p><b>Starfall.com:</b> ABCs</p> <p><b>Starfall.com:</b> ABC Rhymes</p>

**Cluster 2: Phonological Awareness**

**RF.K2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

Connecticut Standards	Starfall K ELA Alignment
<b>RF.K.2a</b> Recognize and produce rhyming words.	<p><b>Teacher’s Guide pp. 19-20</b> - Introduce <i>Backpack Bear’s ABC Rhyme Book</i></p> <p><b>Teacher’s Guide p. 59</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 91</b> - Rhyming</p> <p><b>Teacher’s Guide p. 123</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 226</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 239</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 300</b> - Rhyming</p> <p><b>Teacher’s Guide p. 301</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 329</b> - Listen for Rhyming Words</p>

	<p><b>Teacher's Guide p. 362</b> - Rhyming Words  <b>Teacher's Guide p. 363</b> - Listen, Then Write Rhyming Words  <b>Teacher's Guide p. 415</b> - Rhyming Words  <b>Teacher's Guide p. 425</b> - Rhyming Words  <b>Teacher's Guide p. 556</b> - Short-A Rhyming Words  <b>Teacher's Guide p. 567</b> - Rhyming Words  <i>Starfall.com:</i> Backpack Bear's ABC Rhymes  <i>Starfall.com:</i> Selected Nursery Rhymes</p>
<b>RF.K.2b</b> Count, pronounce, blend, and segment syllables in spoken words.	<p><b>Teacher's Guide p. 21</b>- Syllables  <b>Teacher's Guide p. 84</b> - Favorite Kind of Weather  <b>Teacher's Guide p. 154</b> - Review Syllables  <b>Teacher's Guide p. 352</b> - Syllabication  <b>Teacher's Guide p. 463</b> - Segmenting Syllables  <b>Teacher's Guide p. 563</b> - Syllables</p>
<b>RF.K.2c</b> Blend and segment onsets and rimes of single-syllable spoken words.	<p><b>Teacher's Guide p. 64</b> - Blending Onsets and Rimes  <b>Teacher's Guide p. 266</b> - Blending Onsets and Rimes  <b>Teacher's Guide p. 280</b> - Segmenting Onsets and Rimes  <b>Teacher's Guide p. 372</b> - Phoneme Addition  <b>Teacher's Guide p. 390</b> - Blend Onsets-Rimes  <b>Teacher's Guide p. 513</b> - Word Families <i>an</i> and <i>-at</i>  <b>Teacher's Guide p. 521</b> - Word Families <i>-am</i> and <i>-ap</i>  <b>Teacher's Guide pp. 587-588</b> - Add and Change Sounds (<i>-ell</i>, <i>-all</i>, <i>-ed</i>, <i>-et</i>)  <i>Starfall.com:</i> "Word Machines"  <i>Starfall.com:</i> "Learn to Read"</p>
<b>RF.K.2d</b> 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><b>Teacher's Guide p. 101</b> - Blending  <b>Teacher's Guide p. 148</b> - Beginning, Middle, and Ending Sounds  <b>Teacher's Guide p. 200</b> - Blending/Decoding  <b>Teacher's Guide p. 271</b> - Cumulative Review  <b>Teacher's Guide p. 372</b> - Phoneme Addition  <b>Teacher's Guide p. 378</b> - Blending Phonemes  <b>Teacher's Guide p. 454</b> - Segmenting Phonemes  <b>Teacher's Guide p. 465</b> - Writing CVC Words  <b>Teacher's Guide p. 477</b> - Segmenting Phonemes in CVC Words  <b>Teacher's Guide p. 505</b> - Activity "Starfall Speedway"  <b>Teacher's Guide p. 535</b> - Activity  <b>Teacher's Guide p. 560</b> - Blending and Decoding  <b>Teacher's Guide p. 638</b> - Blending CVC Words</p>
<b>RF.K.2e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p><b>Teacher's Guide p. 480</b> - Deleting and Substituting Phonemes  <b>Teacher's Guide p. 544</b> - Phoneme Substitution in Short-A Words  <b>Teacher's Guide p. 512</b> - Substitute Initial/Final Sounds in CVC Words with Short A  <b>Teacher's Guide pp. 587-588</b> - Add and Change Sounds ( <i>-ell</i>, <i>-all</i>, <i>-ed</i>, <i>-et</i>)  <b>Teacher's Guide p. 649</b> - Phoneme Substitution  <b>Teacher's Guide p. 727</b> - Phoneme Substitution  <b>Teacher's Guide p. 763</b> - Phoneme Substitution  <b>Teacher's Guide p. 788</b> - Phoneme Substitution of Final Sounds</p>

	<b>Teacher’s Guide p. 792</b> - Phoneme Addition and Substitution <b>Teacher’s Guide p. 864</b> - Phoneme Deletion
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**Cluster 3: Phonics and Word Recognition**

**RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Connecticut Standards	Starfall K ELA Alignment
<b>RF.K.3a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<b>Teacher’s Guide pp. 264-265</b> - Blending Phonemes <b>Teacher’s Guide p. 271</b> - Cumulative Review <b>Teacher’s Guide p. 291</b> - Introduce “See It! Say It! Spell It!” <b>Teacher’s Guide p. 358</b> - Review Sounds <b>Teacher’s Guide p. 454</b> - Segmenting Phonemes <b>Teacher’s Guide p. 552</b> - See It! Say It! Spell It! <b>Teacher’s Guide p. 560</b> - Blending and Decoding <b>Teacher’s Guide p. 638</b> - Blending CVC Words <b>Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine <b>Starfall.com:</b> ABCs
<b>RF.K.3b</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<b>Teacher’s Guide p. 388</b> - Classify Medial Vowels <b>Teacher’s Guide p. 502</b> - Review Vowels <b>Teacher’s Guide p. 506</b> - Review Initial Short-A Words and Introduce Initial Long A Words <b>Teacher’s Guide p. 530</b> - Long A, Silent E <b>Teacher’s Guide p. 593</b> - Introduce Long-E <b>Teacher’s Guide p. 601</b> - Computer [Silent E; Vowel Teams] <b>Teacher’s Guide p. 602</b> - Short and Long E <b>Teacher’s Guide p. 615</b> - Short and Long E <b>Teacher’s Guide p. 672</b> - Review Initial Short O/Introduce Initial Long-O Words <b>Teacher’s Guide p. 707</b> - Short and Long Vowels <b>Teacher’s Guide p. 718</b> - Long Vowel O <b>Teacher’s Guide p. 784</b> - Long Vowel I <b>Teacher’s Guide p. 787</b> - Computer <i>Fish and Me</i> and <i>Sky Ride</i> <b>Teacher’s Guide p. 856</b> - Long U <b>Teacher’s Guide p. 871</b> - Silent E
<b>RF.K.3c</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<b>Teacher’s Guide p. 50</b> - Introduce High Frequency Words: <i>is</i> and <i>for</i> <b>Teacher’s Guide p. 161</b> - Introduce High Frequency Words: <i>be, he, she, we</i> <b>Teacher’s Guide p. 196</b> - Introduce High Frequency Words: <i>and, are</i> <b>Teacher’s Guide p. 256</b> - Introduce High Frequency Words: <i>big, go, little, in, it</i> <b>Teacher’s Guide p. 284</b> - Starfall Speedway: High Frequency Words

	<p><b>Teacher's Guide p. 374</b> - Introduce High Frequency Words: <i>away, do, was, will</i></p> <p><b>Teacher's Guide p. 412</b> - Introduce High Frequency Words: <i>her, his, says</i></p> <p><b>Teacher's Guide p. 454</b> - High Frequency Word Challenge</p> <p><b>Teacher's Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i></p> <p><b>Teacher's Guide p. 642</b> - High Frequency Words</p> <p><b>Teacher's Guide p. 675</b> - Introduce High Frequency Words: <i>give, gives, put, puts</i></p> <p><b>Teacher's Guide p. 869</b> - Backpack Bear's Story</p> <p><b>Note:</b> High-frequency words (110) are introduced and practiced throughout the curriculum.</p>
<p><b>RF.K.3d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>Teacher's Guide p. 388</b> - Classify Medial Vowels</p> <p><b>Teacher's Guide p. 513</b> - Word Families <i>-an</i> and <i>-at</i></p> <p><b>Teacher's Guide p. 513</b> - Introduce Inflectional Ending <i>-ing</i></p> <p><b>Teacher's Guide p. 544</b> - Phoneme Substitution in Short-A Words</p> <p><b>Teacher's Guide pp. 587-588</b> - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)</p> <p><b>Teacher's Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i></p> <p><b>Teacher's Guide p. 878</b> - High Frequency Word Practice</p> <p><b>Teacher's Guide p. 900</b> - Activity: Graph words used in <i>Get Up, Cub</i></p>

**Cluster 4: Fluency**

Connecticut Standards	Starfall K ELA Alignment
<p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>	<p><b>Teacher's Guide p. 133</b> - Introduce <i>A Rainbow</i></p> <p><b>Teacher's Guide p. 163</b> - Introduce <i>At the Park</i></p> <p><b>Teacher's Guide pp. 204-205</b> - Introduce <i>At the House</i></p> <p><b>Teacher's Guide p. 234</b> - Introduce <i>The Map</i></p> <p><b>Teacher's Guide p. 262</b> - Introduce <i>At the Post Office</i></p> <p><b>Teacher's Guide p. 294</b> - Introduce <i>Come Vote with Me</i></p> <p><b>Teacher's Guide p. 332</b> - Introduce <i>At the Library</i></p> <p><b>Teacher's Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2</p> <p><b>Teacher's Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p><b>Teacher's Guide pp. 728-729</b> - <i>Mox's Day</i>, Chapter 3</p> <p><b>Teacher's Guide p. 818</b> - <i>What An Adventure!</i> Choral Reading</p> <p><b>Starfall.com:</b> "I'm Reading" - Fiction and Nonfiction</p>

**Writing Standards**

### Cluster 1: Text Types and Purposes

Connecticut Standards	Starfall K ELA Alignment
<p><b>W.K.1</b> 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 (<i>e.g., My favorite book is . . .</i>).</p> <p><i>CCR Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p>	<p><b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”  <b>Teacher’s Guide p. 188</b> - Book Review  <b>Teacher’s Guide p. 200</b> - Book Review  <b>Teacher’s Guide p. 220</b> - Book Review  <b>Teacher’s Guide pp. 383-384</b> - Write About Ruby: Part 1 &amp; 2  <b>Teacher’s Guide p. 441</b>- Opinion Writing  <b>Teacher’s Guide p. 594</b> - Reasons for Opinions  <b>Teacher’s Guide p. 610</b>- Sharing Opinions and Explaining Choices  <b>Teacher’s Guide p. 645</b> - Supporting Opinions  <b>Teacher’s Guide p. 769</b> - Persuasive Writing</p>
<p><b>W.K.2</b> 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><i>CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	<p><b>Teacher’s Guide p. 263</b> - Introduce Expository Writing  <b>Teacher’s Guide p. 268</b> - Add Details to Expository Writings  <b>Teacher’s Guide p. 273</b> - Introduce Expository Writing  <b>Teacher’s Guide pp. 390-391</b> - Shared Writing: We Can Be Peaceful  <b>Teacher’s Guide p. 538</b> - Write About Mammals  <b>Teacher’s Guide p. 544</b> - Interviews to Gather Information  <b>Teacher’s Guide p. 769</b> - Persuasive Writing  <b>Teacher’s Guide p. 810</b>- Shared Writing</p>
<p><b>W.K.3</b> 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><i>CCR Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p>	<p><b>Teacher’s Guide p. 263</b> - Introduce Expository Writing  <b>Teacher’s Guide p. 273</b> - Share Expository Writings  <b>Teacher’s Guide p. 410</b> - Writing a Story: “My Pet Dog”  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 425</b> - Writing a Story “My Pet Dog”  <b>Teacher’s Guide p. 431</b> - Shared Writing Narrative  <b>Teacher’s Guide p. 479</b> - Adding Text to Illustrations  <b>Teacher’s Guide p. 552</b> - Informational Writing Organizer  <b>Teacher’s Guide pp. 596-597</b>- Write a Response to “The Little Red Hen”  <b>Teacher’s Guide pp. 724-725</b> - Shared Writing About Marshmallows</p>

### Cluster 2: Production and Distribution of Writing

Connecticut Standards	Starfall K ELA Alignment
<p><b>W.K.4</b> (Begins in grade 3)</p>	
<p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>Teacher’s Guide p. 248</b> - Adding Details  <b>Teacher’s Guide p. 254</b> - Descriptive Words  <b>Teacher’s Guide p. 265</b> - Story Title  <b>Teacher’s Guide p. 426</b> - Add to Observation Writings</p>

<p><i>CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p>	<p><b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 594</b> - Reasons for Opinions  <b>Teacher’s Guide p. 623</b> - Supporting Opinions  <b>Teacher’s Guide p. 642</b> - Supporting Opinions  <b>Teacher’s Guide p. 645</b> - Supporting Opinions  <b>Teacher’s Guide p. 649</b> - Illustrate Opinions  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writings  <b>Teacher’s Guide p. 683</b> - Label Shop Illustrations  <b>Teacher’s Guide p. 704</b> - Add Details to Sentences  <b>Teacher’s Guide p. 735</b> - Add Detail to Expand Sentences  <b>Teacher’s Guide p. 770</b> - Complete and Share Persuasive Writings  <b>Teacher’s Guide p. 876</b> - Editing a Sentence  <b>Teacher’s Guide p. 880</b> - Editing a Sentence</p>
<p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>CCR Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></p>	<p><b>Teacher’s Guide p. 528</b> - Class Newspaper Article  <b>Teacher’s Guide p. 537</b> - Questions About Mammals  <b>Teacher’s Guide p. 563</b> - Publish News Article  <b>Teacher’s Guide p. 567</b> - Illustrate News Article  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher’s Guide p. 681</b> - Begin Research Writing  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writing</p>

**Cluster 3: Research to Build and Present Knowledge**

Connecticut Standards	Starfall K ELA Alignment
<p><b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><i>CCR Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i></p>	<p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide p. 167</b> - Introduce Georges Seurat  <b>Teacher’s Guide p. 220</b> - Book Review  <b>Teacher’s Guide pp. 250-252</b> - Introduce Scientists and Inventors  <b>Teacher’s Guide pp. 326-327</b> - Water Cycle Experiments  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide p. 431</b> - Shared Writing Narrative  <b>Teacher’s Guide p. 521</b> - Mammals  <b>Teacher’s Guide p. 528</b> - Class Newspaper Article  <b>Teacher’s Guide p. 533</b> - Collect Ideas for Class Article  <b>Teacher’s Guide p. 537</b> - Questions About Mammals  <b>Teacher’s Guide pp. 552-567</b> - Class Article  <b>Teacher’s Guide p. 624</b> - Introduce Vincent van Gogh  <b>Teacher’s Guide p. 681</b> - Begin Research Writing  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writing</p>
<p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>CCR Gather relevant information from multiple print and</i></p>	<p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide p. 327</b> - Write About Experiments  <b>Teacher’s Guide p. 447</b> - Kid Writing: Part 1  <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 537</b> - Questions About Mammals</p>



<i>digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>	<b>Teacher's Guide pp. 552-567</b> - Magic Writing Moments - Informational Article <b>Teacher's Guide p. 538</b> - Write About Mammals <b>Teacher's Guide p. 681</b> - Write About Wolves
<b>W.K.9</b> (Begins in grade 4)	

**Cluster 4: Range of Writing**

Connecticut Standards	Starfall K ELA Alignment
<b>W.K.10</b> (Begins in grade 3)	

**Speaking and Listening Standards**

**Cluster 1: Comprehension and Collaboration**

Connecticut Standards	Starfall K ELA Alignment
<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.1</b> 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>SL.K.1</b> Continue a conversation through multiple exchanges.</p> <p><i>CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></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 pp. 86-87</b> - Introduce "Spacing" Anchor Chart  <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 pp. 258-259</b> - Inventions of Long Ago  <b>Teacher's Guide p. 269</b> - Create an Invention  <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  <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</p>

	<p><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. 788</b> - Plan Class Adventure  <b>Teacher’s Guide p. 845</b> - Prepare Anchor Chart Presentations  <b>Teacher’s Guide p. 849</b> - Schema Anchor Chart Presentation  <b>Teacher’s Guide p. 852</b> - Capital Letter Anchor Chart Presentation  <b>Teacher’s Guide p. 856</b> - Spaces Anchor Chart Presentation</p>
<p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><i>CCR Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p>	<p><b>Teacher’s Guide pp. 30-31</b> - Introduce Alphabetical Order and the <i>Starfall Dictionary</i>  <b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i>  <b>Teacher’s Guide p. 167</b> - Introduce Georges Seurat  <b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher’s Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i>  <b>Teacher’s Guide pp. 250-252</b> - Introduce Scientists and Inventors  <b>Teacher’s Guide p. 262</b> - Introduce <i>At the Post Office</i>  <b>Teacher’s Guide pp. 295-296</b> - Introduce Abraham Lincoln  <b>Teacher’s Guide pp. 456-457</b>- Review The Earth, The Sun, The Moon  <b>Teacher’s Guide p. 511</b> - Comprehension: Questioning  <b>Teacher’s Guide pp. 761-762</b> - Introduce Reptiles</p>
<p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><i>CCR Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</i></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. 119</b> - Introduce Weather  <b>Teacher’s Guide pp. 125-126</b> - Introduce Cause and Effect  <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide p. 273</b> - Share Expository Writings  <b>Teacher’s Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide p. 544</b> - Interviews to Gather Information  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p>

**Cluster 2: Presentation of Knowledge and Ideas**

Connecticut Standards	Starfall K ELA Alignment
<p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><i>CCR Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i></p>	<p><b>Teacher’s Guide pp. 25-26</b> - Introduce the Schema Anchor Chart  <b>Teacher’s Guide pp. 202-203</b> - Write About Your Family  <b>Teacher’s Guide pp. 248-260</b> - Adding Details  <b>Teacher’s Guide p. 268</b> - Add Detail to Expository Writings  <b>Teacher’s Guide pp. 281-282</b> - Our Leaders  <b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher’s Guide pp. 466-467</b> - Introduce the Solar System</p>

	<p><b>Teacher's Guide p. 720</b> - Prewriting: Introduce Sensory Words  <b>Teacher's Guide p. 723</b> - Use Adjectives to Describe Nouns  <b>Teacher's Guide pp. 724-725</b> - Shared Writing About Marshmallows  <b>Teacher's Guide pp. 781-782</b> - Introduce Fish</p>
<p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><i>CCR Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i></p>	<p><b>Teacher's Guide p. 268</b> - Add Detail to Expository Writings  <b>Teacher's Guide p. 482</b> - Create a Model of the Solar System: Progressive Center  <b>Teacher's Guide p. 567</b> - Illustrate News Article  <b>Teacher's Guide p. 668</b> - Create/Design Shops  <b>Teacher's Guide p. 680</b> - Names for Shops  <b>Teacher's Guide p. 848</b> - Illustrate Gus and Tin Man  <b>Teacher's Guide p. 895</b> - Illustrate <i>The Butterfly Book</i></p>
<p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><i>CCR Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i></p>	<p><b>Teacher's Guide p. 165</b> - Celebrate "Hat Day"  <b>Teacher's Guide p. 207</b>- Introduce Presentation Voices  <b>Teacher's Guide p. 238</b> - Introduce the Author's Chair  <b>Teacher's Guide p. 269</b> - Create an Invention  <b>Teacher's Guide p. 328</b>- Author's Chair  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide pp. 393-394</b> - Kindergarten Book Club  <b>Teacher's Guide p. 823</b> - Kindergarten Book Club  <b>Teacher's Guide pp. 840-856</b> - Anchor Chart Presentations  <b>Teacher's Guide p. 903</b> - Kindergarten Book Club</p>

**Language Standards**

**Cluster 1: Conventions of Standard English**

Connecticut Standards	Starfall K ELA Alignment
<p><b>L.K.1a</b> Print many upper- and lowercase letters.</p> <p><i>CCR 1.A-1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p>	<p><b>Teacher's Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher's Guide p. 162</b> - Activity  <b>Teacher's Guide p. 233</b> - Activity  <b>Teacher's Guide pp. 267-268</b> - Lowercase Letter Formation  <b>Teacher's Guide p. 271</b> - Cumulative Review  <b>Teacher's Guide p. 272</b> - Letter Formation  <b>Teacher's Guide pp. 323-324</b> - Introduce <i>Hh/h/</i>  <b>Teacher's Guide p. 383</b> - Review <i>Zz /z/</i> and <i>Xx /x/</i>  <b>Teacher's Guide pp. 385-386</b> - Introduce <i>Jj/j/</i>  <b>Teacher's Guide p. 430</b> - Write Uppercase and Lowercase Letters  <b>Teacher's Guide p. 447</b> - Kid Writing: Part 1  <b>Teacher's Guide p. 535</b> - Activity</p>
<p><b>L.K.1b</b> Use frequently occurring nouns and verbs.</p>	<p><b>Teacher's Guide pp. 50-51</b> - Introduce High Frequency Words:</p>

	<p><i>is</i> and <i>for</i></p> <p><b>Teacher’s Guide p. 162</b> - Activity</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide pp. 323-324</b> - Introduce <i>Hh/h/</i></p> <p><b>Teacher’s Guide pp. 385-386</b> - Introduce <i>Jj/j/</i></p> <p><b>Teacher’s Guide p. 447</b> - Kid Writing: Part 1</p> <p><b>Teacher’s Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s</p> <p><b>Teacher’s Guide p. 535</b> - Activity</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. 692</b> - Categorize Nouns and Verbs</p> <p><b>Teacher’s Guide p. 694</b> - Verbs and Verb Endings</p> <p><b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences</p> <p><b>Teacher’s Guide p. 701</b> - Write Sentences</p> <p><b>Teacher’s Guide p. 718</b> - List Nouns</p>
<p><b>L.K.1c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p><b>Teacher’s Guide pp. 50-51</b> - Introduce High Frequency Words: <i>is, for</i></p> <p><b>Teacher’s Guide pp. 108-109</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. 697</b> - Use Nouns and Verbs to Form 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><b>L.K.1d</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</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. 540</b> - Interview Questions</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>L.K.1e</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</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 p. 504</b> - Introduce High Frequency Words: <i>into, off</i></p> <p><b>Teacher’s Guide pp. 533-534</b> - Introduce <i>Zac Camps</i></p> <p><b>Teacher’s Guide p. 798</b> - Introduce High Frequency Words: <i>many, over, under</i></p>
<p><b>L.K.1f</b> Produce and expand complete sentences in shared language activities.</p>	<p><b>Teacher’s Guide pp. 202-203</b> - Write About Your Family</p> <p><b>Teacher’s Guide p. 208</b> - Writing About Animals</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. 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> - <i>Backpack Bear’s Starry Adventure Story</i></p> <p><b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i>: Making Predictions</p>

	<p><b>Teacher's Guide p. 603</b> - Writing</p> <p><b>Teacher's Guide p. 645</b> - Supporting Opinions</p> <p><b>Teacher's Guide p. 697</b> - Use Nouns and Verbs to Form Sentences</p> <p><b>Teacher's Guide p. 704</b> - Add Details to Sentences</p> <p><b>Teacher's Guide p. 735</b> - Add Detail to Expand Sentences</p>
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Connecticut Standards	Starfall K ELA Alignment
<p><b>L.K.2a</b> Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p><i>CCR 2.A-D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<p><b>Teacher's Guide pp. 33-34</b> - Introduce the Capital Letter Anchor Chart</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 pp. 62-63</b> - Capital Letter Anchor Charts</p> <p><b>Teacher's Guide pp. 103-104</b> - Introduce The Writing Journal</p> <p><b>Teacher's Guide pp. 136-137</b> - Kid Writing and Adult Writing</p> <p><b>Teacher's Guide p. 333</b> - "What's Wrong?"</p> <p><b>Teacher's Guide p. 473</b> - Rearrange Words to Create Sentences</p> <p><b>Teacher's Guide p. 636</b> - Writing Rubrics</p> <p><b>Teacher's Guide p. 791</b> - Capitalization and Punctuation</p>
<p><b>L.K.2b</b> Recognize and name end punctuation.</p>	<p><b>Teacher's Guide p. 60</b> - <i>A Computer</i></p> <p><b>Teacher's Guide pp. 103-104</b> - Introduce The Writing Journal</p> <p><b>Teacher's Guide pp. 104-106</b> - Introduce the Punctuation Anchor Chart</p> <p><b>Teacher's Guide pp. 136-137</b> - Kid Writing and Adult Writing</p> <p><b>Teacher's Guide p. 280</b> - Punctuation Anchor Chart</p> <p><b>Teacher's Guide p. 286</b> - Punctuation Anchor Chart</p> <p><b>Teacher's Guide p. 297</b> - Punctuation Anchor Chart</p> <p><b>Teacher's Guide p. 320</b> - Punctuation: "What's Missing?"</p> <p><b>Teacher's Guide p. 537</b> - Punctuation Detectives</p> <p><b>Teacher's Guide p. 636</b> - Writing Rubrics</p> <p><b>Teacher's Guide p. 791</b> - Capitalization and Punctuation</p> <p><b>Teacher's Guide p. 864</b> - Punctuation Anchor Chart Presentation</p>
<p><b>L.K.2c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p><b>Teacher's Guide p. 92</b> - Review <i>Tt /t/</i></p> <p><b>Teacher's Guide p. 118</b> - Listen for Beginning Sound</p> <p><b>Teacher's Guide pp. 152-153</b> - Introduce <i>Oo /o/</i></p> <p><b>Teacher's Guide pp. 154-155</b> - Introduce <i>Cc /k/</i></p> <p><b>Teacher's Guide p. 168</b> - Initial Sounds</p> <p><b>Teacher's Guide p. 192</b> - Introduce <i>Rr /r/</i></p> <p><b>Teacher's Guide pp. 198-199</b> - Introduce <i>Ll /l/</i></p> <p><b>Teacher's Guide p. 297</b> - Beginning and Final Sounds</p> <p><b>Teacher's Guide p. 333</b> - Beginning Sounds</p> <p><b>Teacher's Guide p. 383</b> - Review <i>Zz /z/</i> and <i>Xx /ks/</i></p> <p><b>Teacher's Guide p. 420</b> - <i>Listening and Writing</i>, Page 55</p> <p><b>Teacher's Guide p. 443</b> - Activity</p> <p><b>Teacher's Guide p. 534</b> - Missing Words</p>

	<p><b>Teacher’s Guide p. 552</b> - “See It! Say It! Spell It!”</p> <p><b>Teacher’s Guide p. 555</b> - Activity</p> <p><b>Teacher’s Guide p. 593</b> - Activity</p> <p><b>Teacher’s Guide p. 638</b> - Blending CVC Words</p> <p><b>Teacher’s Guide p. 902</b> - <i>Reading and Writing</i>, Page 62</p>
<p><b>L.K.2d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><b>Teacher’s Guide p. 135</b> - Introduce Inventive Spelling</p> <p><b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 208</b> - Writing About Animals</p> <p><b>Teacher’s Guide pp. 264-265</b> - Blending Phonemes</p> <p><b>Teacher’s Guide p. 299</b> - Write About Voting Choices</p> <p><b>Teacher’s Guide p. 327</b> - Write About Experiments</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. 443</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 443</b> - Activity</p> <p><b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2</p> <p><b>Teacher’s Guide p. 465</b> - Writing CVC Words</p> <p><b>Teacher’s Guide p. 518</b> - Write About Our Mammal Friends</p> <p><b>Teacher’s Guide p. 638</b> - Blending CVC Words</p>

**Cluster 2: Knowledge of Language**

Connecticut Standards	Starfall K ELA Alignment
Begins in grade 2	

**Cluster 3: Vocabulary Acquisition and Use**

**L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Connecticut Standards	Starfall K ELA Alignment
<p><b>L.K.4a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><i>CCR 4 A-B Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and</i></p>	<p><b>Teacher’s Guide p. 43</b> - Introduce the Computer</p> <p><b>Teacher’s Guide p. 57</b>- Introduce <i>I Am Your Flag</i></p> <p><b>Teacher’s Guide p. 249</b> - Introduce Homonyms</p> <p><b>Teacher’s Guide p. 261</b> - Homonym Tree</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 p. 469</b> - Introduce Constellations</p>

<i>consulting general and specialized reference materials, as appropriate.</i>	<b>Teacher's Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words <b>Teacher's Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i>
<b>L.K.4b</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<b>Teacher's Guide pp. 442-443</b> - Introduce Inflectional Ending, -s and -ed <b>Teacher's Guide p. 450</b> - Inflectional Endings Review <b>Teacher's Guide p. 455</b> - Inflectional Endings Cut and Paste <b>Teacher's Guide p. 502</b> - Inflectional Endings <b>Teacher's Guide p. 506</b> - Inflectional Endings <b>Teacher's Guide pp. 513-514</b> - Introduce Inflectional Ending <i>-ing</i> <b>Teacher's Guide p. 516</b> - Inflectional Endings <b>Teacher's Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s

Connecticut Standards	Starfall K ELA Alignment
<b>L.K.5.A</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  <i>CCR 5A-D Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>	<b>Teacher's Guide pp. 149-150</b> - Introduce Colors <b>Teacher's Guide p. 358</b> - Recycling/Composting <b>Teacher's Guide p. 411</b> - Living and Nonliving <b>Teacher's Guide p. 521</b> - Mammals <b>Teacher's Guide p. 522</b> - Draw and Label Mammals <b>Teacher's Guide p. 692</b> - Categorize Nouns and Verbs <b>Teacher's Guide pp. 761-762</b> - Introduce Reptiles <b>Teacher's Guide pp. 781-782</b> - Introduce Fish <b>Teacher's Guide pp. 820-821</b> - Classify Animals with Backbones (Vertebrates) <b>Teacher's Guide p. 823</b> - Draw and Label Amphibians in a Scene <b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates <b>Teacher's Guide pp. 849-850</b> - Arthropods <b>Teacher's Guide pp. 874-875</b> - Sink or Float?
<b>L.K.5b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<b>Teacher's Guide pp. 565-566</b> - Force: Push and Pull <b>Teacher's Guide p. 601</b> - Compare and Contrast <b>Teacher's Guide p. 614</b> - Introduce The Wright Brothers <b>Teacher's Guide p. 685</b> - Compare and Contrast <b>Teacher's Guide p. 727</b> - Create Mox's Menu
<b>L.K.5.c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<b>Teacher's Guide pp. 108-109</b> - Review Anchor Charts/ Introduce Nouns: Names of Places <b>Teacher's Guide p. 249</b> - Introduce Homonyms <b>Teacher's Guide p. 261</b> - Homonym Tree <b>Teacher's Guide pp. 564-565</b> - Cooperation <b>Teacher's Guide p. 565</b> - Force: Push and Pull <b>Teacher's Guide p. 728</b> - <i>Mox's Day</i> , Chapter 3
<b>L.K.5.d</b> Distinguish shades of meaning among verbs	<b>Teacher's Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>

<p>describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p><b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide pp. 508-510</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher’s Guide p. 611</b>- Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher’s Guide pp. 695-696</b> - Introduce <i>Mox Jogs</i>  <b>Teacher’s Guide p. 694</b> - Verbs and Verb Endings</p>
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Connecticut Standards	Starfall K ELA Alignment
<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><i>CCR Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p>	<p><b>Teacher’s Guide p. 241</b> - Our Community  <b>Teacher’s Guide pp. 339-340</b> - Vocabulary Challenge  <b>Teacher’s Guide p. 367</b> - Vocabulary Riddles  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide p. 422</b> - Plant Seeds  <b>Teacher’s Guide p. 423</b> - Activity  <b>Teacher’s Guide p. 456</b> - Review The Earth, The Sun, The Moon  <b>Teacher’s Guide p. 471</b> - Introduce Orion the Hunter  <b>Teacher’s Guide pp. 508-510</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher’s Guide p. 547</b> - Review Backpack Bear’s Mammal Book  <b>Teacher’s Guide pp. 820-821</b> - Classify Animals with Backbones (Vertebrates)</p>

\*The standards in this document were copied directly from the *Connecticut Core Standards English Language Arts*.

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.