



**New Jersey Kindergarten English Language Arts
Alignment to Starfall**

Reading Literature Text

Key Ideas and Details

New Jersey Standards	Starfall K ELA Alignment
<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p><i>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>	<p>Teacher’s Guide p. 14-15 - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator</p> <p>Teacher’s Guide pp. 18-19 - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr.</p> <p>Teacher’s Guide pp. 67-68 - Introduce Kindergarten Book Club</p> <p>Teacher’s Guide pp. 85-86 - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week</p> <p>Teacher’s Guide pp. 94-95 - Introduce <i>Chicka Chicka Boom Boom</i></p> <p>Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p>Teacher’s Guide p. 159 - Introduce <i>Caps for Sale</i></p> <p>Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i></p> <p>Teacher’s Guide p. 429 - Introduce <i>We Can See!</i></p> <p>Teacher’s Guide p. 508 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p>Teacher’s Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher’s Guide p. 555 - <i>Zac Camps</i>: Chapter 2</p> <p>Teacher’s Guide p. 613 - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p>Teacher’s Guide p. 756 - Introduce <i>The Big Hit</i></p>
<p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where,</p>	<p>Teacher’s Guide p. 67 - Introduce Kindergarten Book Club</p> <p>Teacher’s Guide pp. 190-191 - Sequence <i>Goldilocks and the</i></p>

<p>when, why, how).</p> <p><i>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	<p><i>Three Bears</i> Teacher’s Guide p. 212 - Introduce Story Element Cards Teacher’s Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i> Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher’s Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i> Teacher’s Guide p. 536 - Story Elements Teacher’s Guide p. 559 - Backpack Bear Puppet Teacher’s Guide pp. 561-562 - Introduce <i>The Little Red Hen and Other Folktales, “The Turnip”</i> Teacher’s Guide p. 639 - Introduce “Chicken Little” Teacher’s Guide p. 703 - Introduce <i>One Fine Day</i> Teacher’s Guide p. 711 - Kindergarten Book Club Teacher’s Guide pp. 764-765 - Introduce <i>The Tortoise and the Hare</i> Teacher’s Guide pp. 765-766 - Story Element Cards</p>
<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p><i>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></p>	<p>Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher’s Guide p. 151 - Introduce Characters Teacher’s Guide pp. 159-160 - Introduce <i>Caps for Sale</i> Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i> Teacher’s Guide p. 212 - Introduce Story Element Cards Teacher’s Guide p. 228 - Introduce “<i>Mr. Bunny’s Carrot Soup</i>” Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher’s Guide p. 361 - Introduce <i>The Bottle in the River</i> Teacher’s Guide pp. 508-509 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> Teacher’s Guide p. 536 - Story Elements Teacher’s Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i> Teacher’s Guide pp. 595-596 - Introduce Starfall’s “The Little Red Hen” Teacher’s Guide p. 703 - Introduce <i>One Fine Day</i> Teacher’s Guide p. 765 - Story Element Cards Teacher’s Guide p. 782 - Introduce <i>Swimmy</i> Teacher’s Guide pp. 854-855 - Introduce <i>Anansi the Spider</i></p>

Craft and Structure

New Jersey Standards	Starfall K ELA Alignment
<p>RL.K.4. Ask and answer questions about unknown words in a text.</p>	<p>Teacher’s Guide pp. 35-36 - Introduce the Star Word Wall Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher’s Guide pp. 159-160 - Introduce <i>Caps for Sale</i></p>

<p><i>NJSLSA.R4. 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>Teacher's Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 228 - Introduce <i>Mr. Bunny's Carrot Soup</i> Teacher's Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher's Guide p. 367 - Vocabulary Riddles Teacher's Guide p. 451 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide pp. 599-600 - Introduce Paul Galdone's <i>The Little Red Hen</i></p>
<p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p><i>NJSLSA.R5. 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>Teacher's Guide pp. 19-20 - Introduce <i>Backpack Bear's ABC Rhyme Book</i> Teacher's Guide pp. 30-31 - Introduce Alphabetical Order and the <i>Starfall Dictionary</i> Teacher's Guide pp. 120-121 - Introduce Seasons Teacher's Guide p. 189 - Introduce <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 228 - Introduce <i>Mr. Bunny's Carrot Soup</i> Teacher's Guide p. 334 - Computer Teacher's Guide p. 436 - Shining Star Awards Teacher's Guide p. 451 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide pp. 533-534 - Introduce <i>Zac Camps</i> Teacher's Guide p. 569 - Mammals Teacher's Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales, "The Turnip"</i> Teacher's Guide p. 613 - Introduce <i>Peg Goes Places</i>, Chapter 1 Teacher's Guide p. 702 - Introduce <i>Mox's Day</i>, Chapter 1 Teacher's Guide p. 793 - <i>What An Adventure!</i> Chapter Book Teacher's Guide pp. 764-765 - Introduce <i>The Tortoise and the Hare</i> Teacher's Guide p. 872 - <i>At Gus's Pond</i>, Chapter 1 Starfall.com: Songs & Rhymes - "Selected Nursery Rhymes" Starfall.com: I'm Reading - "Chinese Fables" Starfall.com: I'm Reading - "Comics" Starfall.com: I'm Reading - "Greek Myths" Starfall.com: I'm Reading - "Folk Tales"</p>
<p>RL.K.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><i>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</i></p>	<p>Teacher's Guide p. 14 - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator Teacher's Guide p. 16 - Introduce Top and Bottom Teacher's Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics Teacher's Guide pp. 85-86 - Introduce <i>Today is Monday</i> by Eric Carle and <i>Days of the Week</i> Teacher's Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i> Teacher's Guide pp. 209-210 - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p>

	<p>Teacher's Guide p. 505 - Read <i>Zac the Rat</i></p> <p>Teacher's Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher's Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales</i>, "The Turnip"</p> <p>Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i></p> <p>Teacher's Guide pp. 599-600 - Introduce Paul Galdone's <i>The Little Red Hen</i></p> <p>Teacher's Guide p. 613 - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p>Teacher's Guide p. 702 - Introduce <i>Mox's Day</i>, Chapter 1</p> <p>Teacher's Guide p. 793 - <i>What An Adventure!</i> Chapter Book</p> <p>Teacher's Guide pp. 854-855 - Introduce <i>Anansi the Spider</i></p> <p>Teacher's Guide p. 872 - <i>At Gus's Pond</i>, Chapter 1</p> <p>Starfall.com: Songs & Rhymes - "Selected Nursery Rhymes"</p> <p>Starfall.com: I'm Reading - "Chinese Fables"</p> <p>Starfall.com: I'm Reading - "Comics"</p> <p>Starfall.com: I'm Reading - "Greek Myths"</p> <p>Starfall.com: I'm Reading - "Folk Tales"</p>
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Integration of Knowledge and Ideas

New Jersey Standards	Starfall K ELA Alignment
<p>RL.K.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> <p><i>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>	<p>Teacher's Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p>Teacher's Guide pp. 157-158 - Introduce <i>Mouse Paint</i></p> <p>Teacher's Guide pp. 190-191 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i></p> <p>Teacher's Guide p. 234 - Introduce <i>The Map</i></p> <p>Teacher's Guide p. 451 - <i>Why the Sun and the Moon Live in the Sky</i></p> <p>Teacher's Guide p. 505 - Read <i>Zac the Rat</i></p> <p>Teacher's Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher's Guide p. 554 - Introduce <i>Zac and the Hat</i></p> <p>Teacher's Guide p. 616 - Using Maps, Introduce <i>Peg Helps Zac</i></p> <p>Starfall.com: "Backpack Bear's Books"</p> <p>Starfall.com: "Talking Library"</p> <p>Starfall.com: "It's Fun to Read"</p> <p>Starfall.com: "I'm Reading"</p>
<p>RL.K.8. (Not applicable to literature)</p>	
<p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><i>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build</i></p>	<p>Teacher's Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics</p> <p>Teacher's Guide p. 159 - Rhyming Words</p> <p>Teacher's Guide pp. 209-210 - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan</p> <p>Teacher's Guide pp. 232-234 - Introduce <i>Me on the Map</i> and</p>

<p>knowledge or to compare the approaches the authors take.</p>	<p><i>The Map</i> Teacher’s Guide p. 382 - Introduce <i>Ruby Goes to School</i> Teacher’s Guide pp. 563-564 - <i>Zac Camps</i>: Chapter 3 Teacher’s Guide p. 599 - Introduce Paul Galdone’s <i>The Little Red Hen</i> Teacher’s Guide pp. 645-646 - Introduce <i>Hen</i> Teacher’s Guide p. 674 - Introduce <i>The Three Little Pigs</i></p>
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Range of Reading and Level of Text Complexity

New Jersey Standards	Starfall K ELA Alignment
<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p><i>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</i></p>	<p>Teacher’s Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics Teacher’s Guide pp. 85-86 - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week Teacher’s Guide pp. 94-95 - Introduce <i>Chicka Chicka Boom Boom</i> Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher’s Guide p. 128 - Formative Assessment Teacher’s Guide p. 141 - <i>A Rainbow</i> Sequencing Activity Teacher’s Guide pp. 157-158 - Introduce <i>Mouse Paint</i> Teacher’s Guide pp. 159-160 - Introduce <i>Caps for Sale</i> Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 190-191 - Sequence <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i> Teacher’s Guide pp. 209-210 - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan Teacher’s Guide p. 212 - Introduce Story Element Cards Teacher’s Guide p. 228 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i> Teacher’s Guide p. 298 - Voting Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher’s Guide pp. 533- 534 - Introduce <i>Zac Camps</i> Teacher’s Guide p. 537 - <i>Zac Camps</i> Making Predictions Teacher’s Guide p. 639 - Introduce <i>Chicken Little</i></p>

Reading Informational Text

Key Ideas and Details

New Jersey Standards	Starfall K ELA Alignment
<p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>Teacher’s Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge</p>

<p><i>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>	<p>Teacher’s Guide pp. 137-138 - Introduce <i>Benjamin Franklin</i> Teacher’s Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher’s Guide p. 151 - Introduce Characters Teacher’s Guide p. 163 - Introduce <i>At the Park</i> Teacher’s Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i> Teacher’s Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher’s Guide p. 644 - Introduce <i>Penguin, Penguin</i> Teacher’s Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher’s Guide pp. 761-762 - Introduce Reptiles Teacher’s Guide p. 772 - Introduce <i>Dinosaurs</i> Teacher’s Guide pp. 781-782 - Introduce Fish Teacher’s Guide pp. 843-844 - Introduce Invertebrates Teacher’s Guide pp. 864-865 - Insects Teacher’s Guide p. 893 - Introduce <i>Monarch Butterfly</i></p>
<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p><i>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	<p>Teacher’s Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher’s Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 322-323 - Introduce the Water Cycle Teacher’s Guide pp. 356-357 - Get to Know John Muir Teacher’s Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i> Teacher’s Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher’s Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher’s Guide p. 517 - Introduce <i>Backpack Bear’s Mammal Book</i> Teacher’s Guide pp. 519-520 - <i>Backpack Bear’s Mammal Book</i> (Part Two) Teacher’s Guide p. 589 - Introduce <i>Backpack Bear’s Bird Book</i> Teacher’s Guide p. 877 - Honeybees</p>
<p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><i>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></p>	<p>Teacher’s Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge Teacher’s Guide pp. 85-86 - Introduce <i>Today Is Monday</i> by Eric Carle and Days of the Week Teacher’s Guide pp. 136-137 - Introduce <i>Benjamin Franklin</i> Teacher’s Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher’s Guide pp. 250-251 - Introduce Scientists and Inventors Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 303-304 - Compare Washington and</p>

	<p>Lincoln Teacher's Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide p. 521 - Mammals Teacher's Guide pp. 794-795 - Introduce <i>At the Beach</i> Teacher's Guide pp. 849-850 - Arthropods</p>
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Craft and Structure

New Jersey Standards	Starfall K ELA Alignment
<p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p><i>NJSLSA.R4. 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>Teacher's Guide Seasonal Holidays p. 20 - President's Day Teacher's Guide Seasonal Holidays p. 23 - Earth Day Teacher's Guide Seasonal Holidays p. 26 - Memorial Day Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 322-323 - Introduce the Water Cycle Teacher's Guide pp. 339-340 - Vocabulary Challenge Teacher's Guide p. 367 - Vocabulary Riddles Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 392-393 - Kindergarten Book Club Teacher's Guide pp. 545-546 - Introduce Beethoven Teacher's Guide p. 547 - Review <i>Backpack Bear's Mammal Book</i> Teacher's Guide pp. 611-612 - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words Teacher's Guide pp. 843-844 - Introduce Invertebrates</p>
<p>RI.K.5. Identify the front cover, back cover, and title page of a book</p> <p><i>NJSLSA.R5. 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>Teacher's Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i></p>

<p>RI.K.6. 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>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</i></p>	<p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> Teacher's Guide pp. 139-140 -- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i> Teacher's Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i> Teacher's Guide pp. 733-734 - Introduce Helen Keller Teacher's Guide p. 772 - Introduce <i>Dinosaurs</i></p>
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Integration of Knowledge and Ideas

New Jersey Standards	Starfall K ELA Alignment
<p>RI.K.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><i>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>	<p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide p. 214 - Introduce <i>A House in a Tree</i> Teacher's Guide pp. 250-251 - Introduce Scientists and Inventors Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 295 -296 -Introduce Abraham Lincoln Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 356-357 - Get to Know John Muir Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide p. 521 - Mammals Teacher's Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i> Teacher's Guide pp. 894-895 - <i>The Butterfly Book/Illustrate The Butterfly Book</i></p>
<p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><i>NJSLSA.R8. 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>Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 322-323 - Introduce the Water Cycle Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide p. 569 - Mammals Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i> Teacher's Guide p. 644 - Introduce <i>Penguin, Penguin</i> Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher's Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i></p>

<p>RI.K.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><i>NJSLSA.R8. 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>Teacher’s Guide pp. 133/139-140 - Introduce <i>A Rainbow</i>/Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher’s Guide p. 142 - Researching Benjamin Franklin Teacher’s Guide pp, 232/234 - Introduce <i>Me on the Map</i> and Introduce <i>The Map</i> Teacher’s Guide pp. 250-251 - Introduce Scientists and Inventors Teacher’s Guide pp. 303-304 - Compare Washington and Lincoln Teacher’s Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide pp. 392-393 - Kindergarten Book Club Teacher’s Guide pp. 864-865 - Insects Teacher’s Guide p. 877 - Honeybees</p>
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Range of Reading and Level of Text Complexity

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Reading Foundation Skills

Print Concepts

New Jersey Standards	Starfall K ELA Alignment
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</p>	<p>Teacher's Guide p. 16 - Introduce Top and Bottom</p> <p>Teacher's Guide p. 60 - <i>A Computer</i></p> <p>Teacher's Guide p. 66 - <i>A Computer</i> Sequencing Activity</p> <p>Teacher's Guide pp. 102-103 - Introduce the Writing Journal</p> <p>Teacher's Guide p. 162 - Computer - It's Fun to Read/Learn to Read</p> <p>Teacher's Guide p. 211 - Words in a Sentence</p> <p>Teacher's Guide p. 366 - Sequence <i>The Bottle in the River</i></p> <p>Teacher's Guide p. 473 - Rearrange Words to Create Sentences</p>
<p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>Teacher's Guide p. 35 - Review Sounds</p> <p>Teacher's Guide p. 48 - Difference Between a Letter and a Word</p> <p>Teacher's Guide pp. 102-103 - Introduce the Writing Journal</p> <p>Teacher's Guide p. 110 - At School "Color by Word"</p> <p>Teacher's Guide p. 135 - Introduce Inventive Spelling</p> <p>Teacher's Guide p. 136 - Kid Writing and Adult Writing</p> <p>Teacher's Guide p. 162 - Activity "Word Shapes"</p> <p>Teacher's Guide pp. 165-166 - Write about "Hat Day"</p> <p>Teacher's Guide p. 213 - Form High Frequency Words with Play Dough or Magnetic Letters</p> <p>Teacher's Guide p. 228 - Activity</p> <p>Teacher's Guide p. 271 - Cumulative Review</p> <p>Teacher's Guide p. 272 - Word Search</p>
<p>RF.K.1.C. Understand that words are separated by spaces in print.</p>	<p>Teacher's Guide pp. 86-87 - Introduce "Spacing" Anchor Chart</p> <p>Teacher's Guide pp. 102-103 - Introduce the Writing Journal</p> <p>Teacher's Guide p. 136 - Kid Writing and Adult Writing</p> <p>Teacher's Guide p. 165 - Write about "Hat Day"</p> <p>Teacher's Guide p. 202 - Write About Your Family</p> <p>Teacher's Guide p. 208 - Writing About Animals</p> <p>Teacher's Guide p. 325 - Counting Words in Sentences</p> <p>Teacher's Guide p. 333 - What's Wrong?</p> <p>Teacher's Guide p. 372 - Space Between Words</p> <p>Teacher's Guide p. 856 - Spaces Anchor Chart Presentation</p>
<p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Teacher's Guide p. 12 - Introduce Upper and Lowercase Letters of the Alphabet</p> <p>Teacher's Guide pp. 17-18 - Introduce Upper and Lowercase Letters of the Alphabet</p> <p>Teacher's Guide p. 104 - Activity</p> <p>Teacher's Guide p. 197 - Activity "Alphabet Avenue"</p> <p>Teacher's Guide p. 430 - Write Uppercase and Lowercase Letters</p> <p>Teacher's Guide p. 438 - Celebrate the Letters and Sounds of the Alphabet</p> <p>Teacher's Guide p. 468 - Rapid Letter Recognition</p> <p>Starfall.com: ABCs</p> <p>Starfall.com: ABC Rhymes</p>

Phonological Awareness

New Jersey Standards	Starfall K ELA Alignment
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.A. Recognize and produce rhyming words.</p>	<p>Teacher’s Guide pp. 19-20 - Introduce <i>Backpack Bear’s ABC Rhyme Book</i></p> <p>Teacher’s Guide p. 59 - Rhyming Words</p> <p>Teacher’s Guide p. 91 - Rhyming</p> <p>Teacher’s Guide p. 123 - Rhyming Words</p> <p>Teacher’s Guide p. 226 - Rhyming Words</p> <p>Teacher’s Guide p. 239 - Rhyming Words</p> <p>Teacher’s Guide p. 300 - Rhyming</p> <p>Teacher’s Guide p. 301 - Rhyming Words</p> <p>Teacher’s Guide p. 329 - Listen for Rhyming Words</p> <p>Teacher’s Guide p. 362 - Rhyming Words</p> <p>Teacher’s Guide p. 363 - Listen, Then Write Rhyming Words</p> <p>Teacher’s Guide p. 415 - Rhyming Words</p> <p>Teacher’s Guide p. 425 - Rhyming Words</p> <p>Teacher’s Guide p. 556 - Short-A Rhyming Words</p> <p>Teacher’s Guide p. 567 - Rhyming Words</p> <p>Starfall.com: Backpack Bear’s ABC Rhymes</p> <p>Starfall.com: Selected Nursery Rhymes</p>
<p>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>Teacher’s Guide p. 21 - Syllables</p> <p>Teacher’s Guide p. 84 - Favorite Kind of Weather</p> <p>Teacher’s Guide p. 154 - Review Syllables</p> <p>Teacher’s Guide p. 352 - Syllabication</p> <p>Teacher’s Guide p. 463 - Segmenting Syllables</p> <p>Teacher’s Guide p. 563 - Syllables</p>
<p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>Teacher’s Guide p. 64 - Blending Onsets and Rimes</p> <p>Teacher’s Guide p. 266 - Blending Onsets and Rimes</p> <p>Teacher’s Guide p. 280 - Segmenting Onsets and Rimes</p> <p>Teacher’s Guide p. 372 - Phoneme Addition</p> <p>Teacher’s Guide p. 390 - Blend Onsets-Rimes</p> <p>Teacher’s Guide p. 513 - Word Families <i>-an</i> and <i>-at</i></p> <p>Teacher’s Guide p. 521 - Word Families <i>-am</i> and <i>-ap</i></p> <p>Teacher’s Guide pp. 587-588 - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)</p> <p>Starfall.com: “Word Machines”</p> <p>Starfall.com: “Learn to Read”</p>
<p>RF.K.2.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>Teacher’s Guide p. 101 - Blending</p> <p>Teacher’s Guide p. 148 - Beginning, Middle, and Ending Sounds</p> <p>Teacher’s Guide p. 200 - Blending/Decoding</p> <p>Teacher’s Guide p. 271 - Cumulative Review</p> <p>Teacher’s Guide p. 372 - Phoneme Addition</p> <p>Teacher’s Guide p. 378 - Blending Phonemes</p> <p>Teacher’s Guide p. 454 - Segmenting Phonemes</p> <p>Teacher’s Guide p. 465 - Writing CVC Words</p> <p>Teacher’s Guide p. 477 - Segmenting Phonemes in CVC Words</p>

	<p>Teacher's Guide p. 505 - Activity "Starfall Speedway" Teacher's Guide p. 535 - Activity Teacher's Guide p. 560 - Blending and Decoding Teacher's Guide p. 638 - Blending CVC Words</p>
<p>RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Teacher's Guide p. 480 - Deleting and Substituting Phonemes Teacher's Guide p. 544 - Phoneme Substitution in Short-A Words Teacher's Guide p. 512 - Substitute Initial/Final Sounds in CVC Words with Short A Teacher's Guide pp. 587-588 - Add and Change Sounds (-ell, -all, -ed, -et) Teacher's Guide p. 649 - Phoneme Substitution Teacher's Guide p. 727 - Phoneme Substitution Teacher's Guide p. 763 - Phoneme Substitution Teacher's Guide p. 788 - Phoneme Substitution of Final Sounds Teacher's Guide p. 792 - Phoneme Addition and Substitution Teacher's Guide p. 864 - Phoneme Deletion</p>

Phonics and Word Recognition

New Jersey Standards	Starfall K ELA Alignment
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p>	<p>Teacher's Guide pp. 264-265 - Blending Phonemes Teacher's Guide p. 271 - Cumulative Review Teacher's Guide p. 291 - Introduce "See It! Say It! Spell It!" Teacher's Guide p. 358 - Review Sounds Teacher's Guide p. 454 - Segmenting Phonemes Teacher's Guide p. 552 - See It! Say It! Spell It! Teacher's Guide p. 560 - Blending and Decoding Teacher's Guide p. 638- Blending CVC Words Weeks 1-14 - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine <i>Starfall.com</i>: ABCs</p>
<p>RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>Teacher's Guide p. 388 - Classify Medial Vowels Teacher's Guide p. 502 - Review Vowels Teacher's Guide p. 506 - Review Initial Short-A Words and Introduce Initial Long A Words Teacher's Guide p. 530 - Long A, Silent E Teacher's Guide p. 593 - Introduce Long-E Teacher's Guide p. 601 - Computer [Silent E; Vowel Teams] Teacher's Guide p. 602 - Short and Long E Teacher's Guide p. 615 - Short and Long E Teacher's Guide p. 672 - Review Initial Short O/Introduce Initial Long-O Words Teacher's Guide p. 707 - Short and Long Vowels Teacher's Guide p. 718 - Long Vowel O Teacher's Guide p. 784 - Long Vowel I Teacher's Guide p. 787- Computer <i>Fish and Me</i> and <i>Sky Ride</i></p>

	<p>Teacher's Guide p. 856 - Long U Teacher's Guide p. 871 - Silent E</p>
<p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p>	<p>Teacher's Guide p. 50- Introduce High Frequency Words: <i>is</i> and <i>for</i> Teacher's Guide p. 161 - Introduce High Frequency Words: <i>be, he, she, we</i> Teacher's Guide p. 196 - Introduce High Frequency Words: <i>and, are</i> Teacher's Guide p. 256 - Introduce High Frequency Words: <i>big, go, little, in, it</i> Teacher's Guide p. 284 - Starfall Speedway: High Frequency Words Teacher's Guide p. 374 - Introduce High Frequency Words: <i>away, do, was, will</i> Teacher's Guide p. 412 - Introduce High Frequency Words: <i>her, his, says</i> Teacher's Guide p. 454 - High Frequency Word Challenge Teacher's Guide p. 598 - Introduce High Frequency Words: <i>could, should, would</i> Teacher's Guide p. 642 - High Frequency Words Teacher's Guide p. 675 - Introduce High Frequency Words: <i>give, gives, put, puts</i> Teacher's Guide p. 869 - Backpack Bear's Story Note: High-frequency words (110) are introduced and practiced throughout the curriculum.</p>
<p>RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<p>Teacher's Guide p. 388 - Classify Medial Vowels Teacher's Guide p. 513 - Word Families <i>-an</i> and <i>-at</i> Teacher's Guide p. 513 - Introduce Inflectional Ending <i>-ing</i> Teacher's Guide p. 544 - Phoneme Substitution in Short-A Words Teacher's Guide pp. 587-588 - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>) Teacher's Guide p. 598 - Introduce High Frequency Words: <i>could, should, would</i> Teacher's Guide p. 878 - High Frequency Word Practice Teacher's Guide p. 900 - Activity: Graph words used in <i>Get Up, Cub</i></p>

Fluency

New Jersey Standards	Starfall K ELA Alignment
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p>	<p>Teacher's Guide p. 133 - Introduce <i>A Rainbow</i> Teacher's Guide p. 163 - Introduce <i>At the Park</i> Teacher's Guide pp. 204-205 - Introduce <i>At the House</i> Teacher's Guide p. 234 - Introduce <i>The Map</i> Teacher's Guide p. 262 - Introduce <i>At the Post Office</i> Teacher's Guide p. 294 - Introduce <i>Come Vote with Me</i> Teacher's Guide p. 332 - Introduce <i>At the Library</i></p>

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

Writing

Text Types and Purposes

New Jersey Standards	Starfall K ELA Alignment
<p>W.K.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., My favorite book is...).</p> <p><i>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p>	<p>Teacher's Guide pp. 165-166 - Write about "Hat Day" Teacher's Guide p. 188 - Book Review Teacher's Guide p. 200 - Book Review Teacher's Guide p. 220 - Book Review Teacher's Guide pp. 383-384 - Write About Ruby: Part 1 & 2 Teacher's Guide p. 441- Opinion Writing Teacher's Guide p. 594 - Reasons for Opinions Teacher's Guide p. 610- Sharing Opinions and Explaining Choices Teacher's Guide p. 645 - Supporting Opinions Teacher's Guide p. 769 - Persuasive Writing</p>
<p>W.K.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><i>NJSLSA.W2. 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>Teacher's Guide p. 263 - Introduce Expository Writing Teacher's Guide p. 268 - Add Details to Expository Writings Teacher's Guide p. 273 - Introduce Expository Writing Teacher's Guide pp. 390-391 - Shared Writing: We Can Be Peaceful Teacher's Guide p. 538 - Write About Mammals Teacher's Guide p. 544 - Interviews to Gather Information Teacher's Guide p. 769 - Persuasive Writing Teacher's Guide p. 810- Shared Writing</p>

<p>W.K.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><i>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p>	<p>Teacher’s Guide p. 263 - Introduce Expository Writing Teacher’s Guide p. 273 - Share Expository Writings Teacher’s Guide p. 410 - Writing a Story: “My Pet Dog” Teacher’s Guide p. 418 - Write About Experiments Teacher’s Guide p. 425 - Writing a Story “My Pet Dog” Teacher’s Guide p. 431 - Shared Writing Narrative Teacher’s Guide p. 479 - Adding Text to Illustrations Teacher’s Guide p. 552 - Informational Writing Organizer Teacher’s Guide pp. 596-597- Write a Response to “The Little Red Hen” Teacher’s Guide pp. 724-725 - Shared Writing About Marshmallows</p>

Production and Distribution of Writing

New Jersey Standards	Starfall K ELA Alignment
<p>W.K.4. (Begins in grade 3)</p>	
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).</p> <p><i>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p>	<p>Teacher’s Guide p. 248 - Adding Details Teacher’s Guide p. 254 - Descriptive Words Teacher’s Guide p. 265 - Story Title Teacher’s Guide p. 426 - Add to Observation Writings Teacher’s Guide p. 452 - Kid Writing: Part 2 Teacher’s Guide p. 594 - Reasons for Opinions Teacher’s Guide p. 623 - Supporting Opinions Teacher’s Guide p. 642 - Supporting Opinions Teacher’s Guide p. 645 - Supporting Opinions Teacher’s Guide p. 649 - Illustrate Opinions Teacher’s Guide p. 682 - Illustrate Research Writings Teacher’s Guide p. 683 - Label Shop Illustrations Teacher’s Guide p. 704 - Add Details to Sentences Teacher’s Guide p. 735 - Add Detail to Expand Sentences Teacher’s Guide p. 770 - Complete and Share Persuasive Writings Teacher’s Guide p. 876 - Editing a Sentence Teacher’s Guide p. 880 - Editing a Sentence</p>
<p>W.K.6. 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>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></p>	<p>Teacher’s Guide p. 528 - Class Newspaper Article Teacher’s Guide p. 537 - Questions About Mammals Teacher’s Guide p. 563 - Publish News Article Teacher’s Guide p. 567 - Illustrate News Article Teacher’s Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher’s Guide p. 681 - Begin Research Writing Teacher’s Guide p. 682 - Illustrate Research Writing</p>

Research to Build and Present Knowledge

New Jersey Standards	Starfall K ELA Alignment
<p>W.K.7. 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>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</i></p>	<p>Teacher’s Guide p. 142 - Researching Benjamin Franklin Teacher’s Guide p. 167 - Introduce Georges Seurat Teacher’s Guide p. 220 - Book Review Teacher’s Guide pp. 250-252 - Introduce Scientists and Inventors Teacher’s Guide pp. 326-327 - Water Cycle Experiments Teacher’s Guide pp. 392-393 - Kindergarten Book Club Teacher’s Guide p. 431 - Shared Writing Narrative Teacher’s Guide p. 521 - Mammals Teacher’s Guide p. 528 - Class Newspaper Article Teacher’s Guide p. 533 - Collect Ideas for Class Article Teacher’s Guide p. 537 - Questions About Mammals Teacher’s Guide pp. 552-567 - Class Article Teacher’s Guide p. 624 - Introduce Vincent van Gogh Teacher’s Guide p. 681 - Begin Research Writing</p>
<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i></p>	<p>Teacher’s Guide p. 142 - Researching Benjamin Franklin Teacher’s Guide p. 327 - Write About Experiments Teacher’s Guide p. 447 - Kid Writing: Part 1 Teacher’s Guide p. 452 - Kid Writing: Part 2 Teacher’s Guide p. 537 - Questions About Mammals Teacher’s Guide pp. 552-567 - Magic Writing Moments - Informational Article Teacher’s Guide p. 538 - Write About Mammals Teacher’s Guide p. 681 - Write About Wolves</p>
<p>W.K.9. (Begins in grade 4)</p>	

Range of Writing

New Jersey Standards	Starfall K ELA Alignment
<p>W.K.10. (Begins in grade 3)</p>	

Speaking and Listening

Comprehension and Collaboration

New Jersey Standards	Starfall K ELA Alignment
<p>SL.K.1. Participate in collaborative conversations</p>	<p>Teacher’s Guide p. 26 - Partner Share</p>

<p>with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p> <p><i>NJSLSA.SL1. 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>Teacher's Guide p. 44 - Partner Share</p> <p>Teacher's Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge</p> <p>Teacher's Guide pp. 67-68 - Introduce Kindergarten Book Club</p> <p>Teacher's Guide pp. 86-87 - Introduce "Spacing" Anchor Chart</p> <p>Teacher's Guide p. 103 - Formative Assessment</p> <p>Teacher's Guide p. 121 - Formative Assessment</p> <p>Teacher's Guide p. 126 - Formative Assessment</p> <p>Teacher's Guide pp. 137-138 - Introduce Benjamin Franklin</p> <p>Teacher's Guide pp. 159-160 - Introduce <i>Caps for Sale</i></p> <p>Teacher's Guide p. 195 - Introduce <i>Ira Sleeps Over</i></p> <p>Teacher's Guide p. 207 - Introduce Presentation Voices</p> <p>Teacher's Guide p. 238 - Introduce the Author's Chair</p> <p>Teacher's Guide pp. 258-259 - Inventions of Long Ago</p> <p>Teacher's Guide p. 269 - Create an Invention</p> <p>Teacher's Guide p. 273 - Share Expository Writings</p> <p>Teacher's Guide p. 328 - Author's Chair</p> <p>Teacher's Guide pp. 358-359 - Introduce Reduce, Reuse, and Recycle</p> <p>Teacher's Guide p. 364 - Author's Chair</p> <p>Teacher's Guide p. 381 - Formative Assessment</p> <p>Teacher's Guide pp. 382-383 - Write About Ruby: Part 1 (Partner share)</p> <p>Teacher's Guide p. 388 - Author's Chair</p> <p>Teacher's Guide pp. 392-393 - Kindergarten Book Club</p> <p>Teacher's Guide p. 555 - <i>Zac Camps</i>: Chapter 2 (Partner share)</p> <p>Teacher's Guide p. 788 - Plan Class Adventure</p> <p>Teacher's Guide p. 845 - Prepare Anchor Chart Presentations</p> <p>Teacher's Guide p. 849 - Schema Anchor Chart Presentation</p> <p>Teacher's Guide p. 852 - Capital Letter Anchor Chart Presentation</p> <p>Teacher's Guide p. 856 - Spaces Anchor Chart Presentation</p>
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<p>SL.K.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><i>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p>	<p>Teacher's Guide pp. 30-31 - Introduce Alphabetical Order and the <i>Starfall Dictionary</i></p> <p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i></p> <p>Teacher's Guide p. 167 - Introduce Georges Seurat</p> <p>Teacher's Guide p. 212 - Introduce Story Element Cards</p> <p>Teacher's Guide p. 234 - Introduce <i>The Map</i></p> <p>Teacher's Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i></p> <p>Teacher's Guide pp. 250-252 - Introduce Scientists and Inventors</p> <p>Teacher's Guide p. 262 - Introduce <i>At the Post Office</i></p> <p>Teacher's Guide pp. 295-296 - Introduce Abraham Lincoln</p> <p>Teacher's Guide pp. 456-457 - Review The Earth, The Sun, The Moon</p> <p>Teacher's Guide p. 511 - Comprehension: Questioning</p> <p>Teacher's Guide pp. 761-762 - Introduce Reptiles</p>
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not</p>	<p>Teacher's Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge</p>

<p>understood.</p> <p><i>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</i></p>	<p>Teacher’s Guide p. 119 - Introduce Weather Teacher’s Guide pp. 125-126 - Introduce Cause and Effect Teacher’s Guide p. 142 - Researching Benjamin Franklin Teacher’s Guide p. 273 - Share Expository Writings Teacher’s Guide pp. 358-359 - Introduce Reduce, Reuse, and Recycle Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide p. 544 - Interviews to Gather Information Teacher’s Guide p. 589 - Introduce <i>Backpack Bear’s Bird Book</i> Teacher’s Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert</p>
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Presentation of Knowledge and Ideas

New Jersey Standards	Starfall K ELA Alignment
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><i>NJSLSA.SL4. 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>Teacher’s Guide pp. 25-26 - Introduce the Schema Anchor Chart Teacher’s Guide pp. 202-203 - Write About Your Family Teacher’s Guide pp. 248-260 - Adding Details Teacher’s Guide p. 268 - Add Detail to Expository Writings Teacher’s Guide pp. 281-282 - Our Leaders Teacher’s Guide pp. 322-323 - Introduce the Water Cycle Teacher’s Guide pp. 466-467 - Introduce the Solar System Teacher’s Guide p. 720 - Prewriting: Introduce Sensory Words Teacher’s Guide p. 723 - Use Adjectives to Describe Nouns Teacher’s Guide pp. 724-725 - Shared Writing About Marshmallows Teacher’s Guide pp. 781-782 - Introduce Fish</p>
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><i>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i></p>	<p>Teacher’s Guide p. 268 - Add Detail to Expository Writings Teacher’s Guide p. 482 - Create a Model of the Solar System: Progressive Center Teacher’s Guide p. 567 - Illustrate News Article Teacher’s Guide p. 668 - Create/Design Shops Teacher’s Guide p. 680 - Names for Shops Teacher’s Guide p. 848 - Illustrate Gus and Tin Man Teacher’s Guide p. 895 - Illustrate <i>The Butterfly Book</i></p>
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><i>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i></p>	<p>Teacher’s Guide p. 165 - Celebrate “Hat Day” Teacher’s Guide p. 207- Introduce Presentation Voices Teacher’s Guide p. 238 - Introduce the Author’s Chair Teacher’s Guide p. 269 - Create an Invention Teacher’s Guide p. 328- Author’s Chair Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide pp. 393-394 - Kindergarten Book Club Teacher’s Guide p. 823 - Kindergarten Book Club Teacher’s Guide pp. 840-856 - Anchor Chart Presentations Teacher’s Guide p. 903 - Kindergarten Book Club</p>

Conventions of Standard English

New Jersey Standards	Starfall K ELA Alignment
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p>	<p>Teacher's Guide pp. 102-103 - Introduce the Writing Journal Teacher's Guide p. 162 - Activity Teacher's Guide p. 233 - Activity Teacher's Guide pp. 267-268 - Lowercase Letter Formation Teacher's Guide p. 271 - Cumulative Review Teacher's Guide p. 272 - Letter Formation Teacher's Guide pp. 323-324 - Introduce <i>Hh/h/</i> Teacher's Guide p. 383 - Review <i>Zz /z/</i> and <i>Xx /x/</i> Teacher's Guide pp. 385-386 - Introduce <i>Jj/j/</i> Teacher's Guide p. 430 - Write Uppercase and Lowercase Letters Teacher's Guide p. 447 - Kid Writing: Part 1 Teacher's Guide p. 535 - Activity</p>
<p>L.K.1.B. Use frequently occurring nouns and verbs.</p>	<p>Teacher's Guide pp. 50-51 - Introduce High Frequency Words: <i>is</i> and <i>for</i> Teacher's Guide p. 162 - Activity Teacher's Guide p. 271 - Cumulative Review Teacher's Guide pp. 323-324 - Introduce <i>Hh/h/</i> Teacher's Guide pp. 385-386 - Introduce <i>Jj/j/</i> Teacher's Guide p. 447 - Kid Writing: Part 1 Teacher's Guide p. 516 - Introduce Verbs with Inflectional Ending -s Teacher's Guide p. 535 - Activity Teacher's Guide pp. 557-558 - Introduce High Frequency Words: <i>all, good, what, some</i> Teacher's Guide p. 692 - Categorize Nouns and Verbs Teacher's Guide p. 694 - Verbs and Verb Endings Teacher's Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher's Guide p. 701 - Write Sentences Teacher's Guide p. 718 - List Nouns</p>
<p>L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>Teacher's Guide pp. 50-51 - Introduce High Frequency Words: <i>is, for</i> Teacher's Guide pp. 108-109 - Review Anchor Charts/Introduce Nouns: Names of Places Teacher's Guide p. 450 - Inflectional Endings Review Teacher's Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher's Guide p. 718 - List Nouns Teacher's Guide p. 723 - Use Adjectives to Describe Nouns</p>
<p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>Teacher's Guide p. 383 - Ways to Be Kind Teacher's Guide p. 511 - Comprehension: Questioning Teacher's Guide p. 540 - Interview Questions Teacher's Guide p. 780 - Introduce Class Adventure Story</p>

	<p>Teacher's Guide p. 788 - Plan Class Adventure</p> <p>Teacher's Guide p. 788 - Add Class Adventure Details</p>
<p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>Teacher's Guide p. 320 - Position Words/Opposites</p> <p>Teacher's Guide pp. 480-481 - Positional Words and Prepositions</p> <p>Teacher's Guide p. 504 - Introduce High Frequency Words: into, off</p> <p>Teacher's Guide pp. 533-534 - Introduce <i>Zac Camps</i></p> <p>Teacher's Guide p. 798 - Introduce High Frequency Words: many, over, under</p>
<p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p>	<p>Teacher's Guide pp. 202-203 - Write About Your Family</p> <p>Teacher's Guide p. 208 - Writing About Animals</p> <p>Teacher's Guide p. 248 - Adding Details</p> <p>Teacher's Guide p. 254 - Descriptive Words</p> <p>Teacher's Guide p. 337 - Shared Oral Story</p> <p>Teacher's Guide p. 384 - Write About Ruby: Part 2</p> <p>Teacher's Guide p. 479 - <i>Backpack Bear's Starry Adventure Story</i></p> <p>Teacher's Guide p. 537 - <i>Zac Camps</i>: Making Predictions</p> <p>Teacher's Guide p. 603 - Writing</p> <p>Teacher's Guide p. 645 - Supporting Opinions</p> <p>Teacher's Guide p. 697 - Use Nouns and Verbs to Form Sentences</p> <p>Teacher's Guide p. 704 - Add Details to Sentences</p> <p>Teacher's Guide p. 735 - Add Detail to Expand Sentences</p>

New Jersey Standards	Starfall K ELA Alignment
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I.</p>	<p>Teacher's Guide pp. 33-34 - Introduce the Capital Letter Anchor Chart</p> <p>Teacher's Guide p. 42 - Where to Use Capital Letters</p> <p>Teacher's Guide p. 48 - Where to Use Capital Letters</p> <p>Teacher's Guide pp. 62-63 - Capital Letter Anchor Charts</p> <p>Teacher's Guide pp. 103-104 - Introduce The Writing Journal</p> <p>Teacher's Guide pp. 136-137 - Kid Writing and Adult Writing</p> <p>Teacher's Guide p. 333 - "What's Wrong?"</p> <p>Teacher's Guide p. 473 - Rearrange Words to Create Sentences</p> <p>Teacher's Guide p. 636 - Writing Rubrics</p> <p>Teacher's Guide p. 791 - Capitalization and Punctuation</p>
<p>L.K.2.B. Recognize and name end punctuation.</p>	<p>Teacher's Guide p. 60 - <i>A Computer</i></p> <p>Teacher's Guide pp. 103-104 - Introduce The Writing Journal</p> <p>Teacher's Guide pp. 104-106 - Introduce the Punctuation Anchor Chart</p> <p>Teacher's Guide pp. 136-137 - Kid Writing and Adult Writing</p> <p>Teacher's Guide p. 280 - Punctuation Anchor Chart</p> <p>Teacher's Guide p. 286 - Punctuation Anchor Chart</p> <p>Teacher's Guide p. 297 - Punctuation Anchor Chart</p>

	<p>Teacher’s Guide p. 320 - Punctuation: “What’s Missing?” Teacher’s Guide p. 537 - Punctuation Detectives Teacher’s Guide p. 636 - Writing Rubrics Teacher’s Guide p. 791 - Capitalization and Punctuation Teacher’s Guide p. 864 - Punctuation Anchor Chart Presentation</p>
<p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>Teacher’s Guide p. 92 - Review <i>Tt /t/</i> Teacher’s Guide p. 118 - Listen for Beginning Sound Teacher’s Guide pp. 152-153 - Introduce <i>Oo /o/</i> Teacher’s Guide pp. 154-155 - Introduce <i>Cc /k/</i> Teacher’s Guide p. 168 - Initial Sounds Teacher’s Guide p. 192 - Introduce <i>Rr /r/</i> Teacher’s Guide pp. 198-199 - Introduce <i>Ll /l/</i> Teacher’s Guide p. 297 - Beginning and Final Sounds Teacher’s Guide p. 333 - Beginning Sounds Teacher’s Guide p. 383 - Review <i>Zz /z/</i> and <i>Xx /ks/</i> Teacher’s Guide p. 420 - <i>Listening and Writing</i>, Page 55 Teacher’s Guide p. 443 - Activity Teacher’s Guide p. 534 - Missing Words Teacher’s Guide p. 552 - “See It! Say It! Spell It!” Teacher’s Guide p. 555 - Activity Teacher’s Guide p. 593 - Activity Teacher’s Guide p. 638 - Blending CVC Words Teacher’s Guide p. 902 - <i>Reading and Writing</i>, Page 62</p>
<p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Teacher’s Guide p. 135 - Introduce Inventive Spelling Teacher’s Guide pp. 136-137 - Kid Writing and Adult Writing Teacher’s Guide p. 208 - Writing About Animals Teacher’s Guide pp. 264-265 - Blending Phonemes Teacher’s Guide p. 299 - Write About Voting Choices Teacher’s Guide p. 327 - Write About Experiments Teacher’s Guide p. 384 - Write About Ruby: Part 2 Teacher’s Guide p. 418 - Write About Experiments Teacher’s Guide p. 443 - Rhyming Words Teacher’s Guide p. 443 - Activity Teacher’s Guide p. 452 - Kid Writing: Part 2 Teacher’s Guide p. 465 - Writing CVC Words Teacher’s Guide p. 518 - Write About Our Mammal Friends Teacher’s Guide p. 638 - Blending CVC Words</p>

Knowledge of Language

New Jersey Standards	Starfall K ELA Alignment
L.K.3. (Begins in grade 2)	

Vocabulary Acquisition and Use

New Jersey Standards	Starfall K ELA Alignment
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. 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>Teacher's Guide p. 43 - Introduce the Computer Teacher's Guide p. 57- Introduce <i>I Am Your Flag</i> Teacher's Guide p. 249 - Introduce Homonyms Teacher's Guide p. 261 - Homonym Tree Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher's Guide p. 469 - Introduce Constellations Teacher's Guide pp. 611-612 - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words Teacher's Guide p. 616 - Using Maps, Introduce <i>Peg Helps Zac</i></p>
<p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<p>Teacher's Guide pp. 442-443 - Introduce Inflectional Ending, -s and -ed Teacher's Guide p. 450 - Inflectional Endings Review Teacher's Guide p. 455 - Inflectional Endings Cut and Paste Teacher's Guide p. 502 - Inflectional Endings Teacher's Guide p. 506 - Inflectional Endings Teacher's Guide pp. 513-514 - Introduce Inflectional Ending -ing Teacher's Guide p. 516 - Inflectional Endings Teacher's Guide p. 516 - Introduce Verbs with Inflectional Ending -s</p>

New Jersey Standards	Starfall K ELA Alignment
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>Teacher's Guide pp. 149-150 - Introduce Colors Teacher's Guide p. 358 - Recycling/Composting Teacher's Guide p. 411 - Living and Nonliving Teacher's Guide p. 521 - Mammals Teacher's Guide p. 522 - Draw and Label Mammals Teacher's Guide p. 692 - Categorize Nouns and Verbs Teacher's Guide pp. 761-762 - Introduce Reptiles Teacher's Guide pp. 781-782 - Introduce Fish Teacher's Guide pp. 820-821 - Classify Animals with Backbones (Vertebrates) Teacher's Guide p. 823 - Draw and Label Amphibians in a Scene Teacher's Guide pp. 843-844 - Introduce Invertebrates Teacher's Guide pp. 849-850 - Arthropods Teacher's Guide pp. 874-875 - Sink or Float?</p>
<p>L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>Teacher's Guide pp. 565-566 - Force: Push and Pull Teacher's Guide p. 601 - Compare and Contrast Teacher's Guide p. 614 - Introduce The Wright Brothers Teacher's Guide p. 685 - Compare and Contrast Teacher's Guide p. 727 - Create Mox's Menu</p>
<p>L.K.5.C. Identify real-life connections between</p>	<p>Teacher's Guide pp. 108-109 - Review Anchor Charts/</p>

<p>words and their use (e.g., note places at school that are colorful).</p>	<p>Introduce Nouns: Names of Places Teacher’s Guide p. 249 - Introduce Homonyms Teacher’s Guide p. 261 - Homonym Tree Teacher’s Guide pp. 564-565 - Cooperation Teacher’s Guide p. 565 - Force: Push and Pull Teacher’s Guide p. 728 - <i>Mox’s Day</i>, Chapter 3</p>
<p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>Teacher’s Guide pp. 157-158 - Introduce <i>Mouse Paint</i> Teacher’s Guide pp. 159-160 - Introduce <i>Caps for Sale</i> Teacher’s Guide pp. 508-510 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> Teacher’s Guide p. 611- Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words Teacher’s Guide pp. 695-696 - Introduce <i>Mox Jogs</i> Teacher’s Guide p. 694 - Verbs and Verb Endings</p>

<p>New Jersey Standards</p>	<p>Starfall K ELA Alignment</p>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Teacher’s Guide p. 241 - Our Community Teacher’s Guide pp. 339-340 - Vocabulary Challenge Teacher’s Guide p. 367 - Vocabulary Riddles Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i> Teacher’s Guide p. 422 - Plant Seeds Teacher’s Guide p. 423 - Activity Teacher’s Guide p. 456 - Review The Earth, The Sun, The Moon Teacher’s Guide p. 471 - Introduce Orion the Hunter Teacher’s Guide pp. 508-510 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> Teacher’s Guide p. 547 - Review Backpack Bear’s Mammal Book Teacher’s Guide pp. 820-821 - Classify Animals with Backbones (Vertebrates)</p>

*The standards in this document were copied directly from the *New Jersey Student Learning Standards for 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.