



**North Carolina State  
English Language Arts Standard Course of Study  
Alignment to Starfall**

**READING: LITERATURE**

**CCR Anchor Standard RL.1** – 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.

North Carolina Standards	Alignment to Starfall
<p><b>RL.K.1</b> With prompting and support, ask and answer questions about <b>key details</b> in a text.</p>	<p><b>Teacher’s Guide pp. 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 Days of the Week</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>
--	--

**CCR Anchor Standard RL.2** – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

North Carolina Standards	Alignment to Starfall
<p><b>RL.K.2</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><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. 347-348</b> - Introduce <i>Miss Rumphius</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. 536</b> - Story Elements</p> <p><b>Teacher's Guide p. 559</b> - Backpack Bear Puppet</p> <p><b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and Other Folktales</i>, "The Turnip"</p> <p><b>Teacher's Guide p. 639</b> - Introduce "Chicken Little"</p> <p><b>Teacher's Guide p. 703</b> - Introduce <i>One Fine Day</i></p> <p><b>Teacher's Guide p. 711</b> - Kindergarten Book Club</p> <p><b>Teacher's Guide pp. 764-765</b> - Introduce <i>The Tortoise and the Hare</i></p> <p><b>Teacher's Guide pp. 765-766</b> - Story Element Cards</p>

**CCR Anchor Standard RL.3** – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

North Carolina Standards	Alignment to Starfall
<p><b>RL.K.3</b> With prompting and support, identify <b>characters</b>, settings, and major events in a story.</p>	<p><b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p><b>Teacher's Guide p. 151</b> - Introduce Characters</p> <p><b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher's Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher's Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i></p> <p><b>Teacher's Guide p. 212</b> - Introduce Story Element</p>

	<p>Cards</p> <p><b>Teacher's Guide p. 228</b> - Introduce <i>"Mr. Bunny's Carrot Soup"</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. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher's Guide p. 361</b> - Introduce <i>The Bottle in the River</i></p> <p><b>Teacher's Guide pp. 508-509</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p><b>Teacher's Guide p. 536</b> - Story Elements</p> <p><b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales, "The Turnip"</i></p> <p><b>Teacher's Guide pp. 595-596</b> - Introduce Starfall's <i>"The Little Red Hen"</i></p> <p><b>Teacher's Guide p. 703</b> - Introduce <i>One Fine Day</i></p> <p><b>Teacher's Guide p. 765</b> - Story Element Cards</p> <p><b>Teacher's Guide p. 782</b> - Introduce <i>Swimmy</i></p> <p><b>Teacher's Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p>
--	--

**CCR Anchor Standard RL.4** – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

North Carolina Standards	Alignment to Starfall
<p><b>RL.K.4</b> With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</p>	<p><b>Teacher's Guide pp. 35-36</b> - Introduce the Star Word Wall</p> <p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</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 pp. 159-160</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher's Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher's Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher's Guide p. 367</b> - Vocabulary Riddles</p> <p><b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher's Guide pp. 545-546</b> - Introduce Beethoven</p> <p><b>Teacher's Guide pp. 564-565</b> - Cooperation</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 pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words</p> <p><b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates</p>

**CCR Anchor Standard RL.5** – 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.

North Carolina Standards	Alignment to Starfall
<p><b>RL.K.5</b> Recognize common types of texts.</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, Chapter 1</i>  <b>Teacher’s Guide p. 702</b> - Introduce <i>Mox’s Day, Chapter 1</i>  <b>Teacher’s Guide p. 793</b> - <i>What An Adventure! Chapter Book</i>  <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, Chapter 1</i>  <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>

**CCR Anchor Standard RL.6** – Assess how point of view, perspective, or purpose shapes the content and style of a text.

North Carolina Standards	Alignment to Starfall
<p><b>RL.K.6</b> With prompting and support, define the role of the author and illustrator in telling the story.</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</i></p>

	<p><i>and the Three Bears</i>  <b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide pp. 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. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide p. 505</b> - Read <i>Zac the Rat</i>  <b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher’s Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i>  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide pp. 599-600</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i>  <b>Teacher’s Guide p. 613</b> - Introduce <i>Peg Goes Places, Chapter 1</i>  <b>Teacher’s Guide p. 702</b> - Introduce <i>Mox’s Day, Chapter 1</i>  <b>Teacher’s Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book  <b>Teacher’s Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i>  <b>Teacher’s Guide p. 872</b> - <i>At Gus’s Pond, Chapter 1</i>  <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>
--	--

**CCR Anchor Standard RL.7** – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

North Carolina Standards	Alignment to Starfall
<p><b>RL.K.7</b> With prompting and support, <b>describe</b> how the words and illustrations work together to tell a story.</p>	<p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>  <b>Teacher’s Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the</i></p>

	<p><i>Map</i>  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir  <b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i>  <b>Teacher’s Guide p. 505</b> - Read <i>Zac the Rat</i>  <b>Teacher’s Guide pp. 528-567</b> - Week 17 and Week 18 - Magic Writing Moments - Class Newspaper Article  <b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven  <b>Teacher’s Guide p. 554</b> - Introduce <i>Zac and the Hat</i>  <b>Teacher’s Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i>  <b>Teacher’s Guide pp. 668-683</b> - Magic Writing Moments - Create/Design Shops  <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>
--	---

**CCR Anchor Standard RL.8** – 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.

North Carolina Standards	Alignment to Starfall
<b>K-12</b> Not applicable to literature.	

**CCR Anchor Standard RL.9** – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

North Carolina Standards	Alignment to Starfall
<b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of <b>characters</b> in familiar stories.	<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</p>

	<p><b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln</p> <p><b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks</p> <p><b>Teacher’s Guide p. 382</b> - Introduce <i>Ruby Goes to School</i></p> <p><b>Teacher’s Guide pp. 514-515</b> - Conflict and Resolution</p> <p><b>Teacher’s Guide pp. 563-564</b> - <i>Zac Camps</i>: Chapter 3</p> <p><b>Teacher’s Guide p. 599</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i></p> <p><b>Teacher’s Guide pp. 645-646</b> - Introduce <i>Hen</i></p> <p><b>Teacher’s Guide p. 674</b> - Introduce <i>The Three Little Pigs</i></p> <p><b>Teacher’s Guide pp. 678-679</b> - Introduce <i>Wolves</i> by Margaret Hillert and <i>Wolves</i></p>
--	--

**CCR Anchor Standard RL.10** – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

North Carolina Standards	Alignment to Starfall
<p><b>RL.K.10 Actively engage</b> in group reading activities with purpose and understanding.</p>	<p><b>Teacher’s Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics</p> <p><b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week</p> <p><b>Teacher’s Guide pp. 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. 128</b> - Formative Assessment</p> <p><b>Teacher’s Guide p. 141</b> - <i>A Rainbow</i> Sequencing Activity</p> <p><b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i></p> <p><b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher’s Guide 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>

	<b>Teacher’s Guide pp. 533- 534</b> - Introduce <i>Zac Camps</i> <b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i> Making Predictions <b>Teacher’s Guide p. 639</b> - Introduce <i>Chicken Little</i>
--	--

**READING: INFORMATIONAL TEXT**

**CCR Anchor Standard RI.1** – 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.

North Carolina Standards	Alignment to Starfall
<b>RI.K.1</b> With prompting and support, ask and answer questions about <b>key details</b> in a text.	<b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge <b>Teacher’s Guide pp. 137-138</b> - Introduce <i>Benjamin Franklin</i> <b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert <b>Teacher’s Guide p. 151</b> - Introduce Characters <b>Teacher’s Guide p. 163</b> - Introduce <i>At the Park</i> <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. 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. 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 pp. 761-762</b> - Introduce Reptiles <b>Teacher’s Guide p. 772</b> - Introduce <i>Dinosaurs</i> <b>Teacher’s Guide pp. 781-782</b> - Introduce Fish <b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates <b>Teacher’s Guide pp. 864-865</b> - Insects <b>Teacher’s Guide p. 893</b> - Introduce <i>Monarch Butterfly</i>

**CCR Anchor Standard RI.2** – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

North Carolina Standards	Alignment to Starfall
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	<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</i>



	<p><i>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. 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>
--	---

**CCR Anchor Standard RI.3** – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

North Carolina Standards	Alignment to Starfall
<p><b>RI.K.3</b> With prompting and support, describe the <b>connection</b> between two individuals, events, ideas, or pieces of information in a text.</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 <i>Days of the Week</i>  <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</p>

	<b>Teacher's Guide pp. 794-795</b> - Introduce <i>At the Beach</i> <b>Teacher's Guide pp. 849-850</b> - Arthropods
--	---

**CCR Anchor Standard RI.4** – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

North Carolina Standards	Alignment to Starfall
<b>RI.K.4</b> With prompting and support, ask and answer questions about words in a text.	<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> <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

**CCR Anchor Standard RI.5** – 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.

North Carolina Standards	Alignment to Starfall
<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	<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</i>

	<p><i>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>
--	---

**CCR Anchor Standard RI.6** – Assess how point of view, perspective, or purpose shapes the content and style of a text.

North Carolina Standards	Alignment to Starfall
<p><b>RI.K.6</b> With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.</p>	<p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <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>

**CCR Anchor Standard RI.7** – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

North Carolina Standards	Alignment to Starfall
<p><b>RI.K.7</b> With prompting and support, describe how the words and illustrations work together to provide information.</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  <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</p>

	<p><b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i></p> <p><b>Teacher's Guide p. 521</b> - Mammals</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. 894-895</b> - <i>The Butterfly Book</i>/Illustrate <i>The Butterfly Book</i></p>
--	--

**CCR Anchor Standard RI.8** – 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.

North Carolina Standards	Alignment to Starfall
<b>RI.K.8</b> Begins in grade 1.	

**CCR Anchor Standard RI.9** – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

North Carolina Standards	Alignment to Starfall
<b>RI.K.9</b> With prompting and support, <b>identify</b> basic similarities in and differences between two texts on the same topic.	<p><b>Teacher's Guide pp. 133/139-140</b> - Introduce <i>A Rainbow</i>/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. 232/234</b> - Introduce <i>Me on the Map</i> and Introduce <i>The Map</i></p> <p><b>Teacher's Guide pp. 250-251</b> - Introduce Scientists and Inventors</p> <p><b>Teacher's Guide pp. 303-304</b> - Compare Washington and Lincoln</p> <p><b>Teacher's Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks</p> <p><b>Teacher's Guide pp. 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. 864-865</b> - Insects</p> <p><b>Teacher's Guide p. 877</b> - Honeybees</p>

**CCR Anchor Standard RI.10** – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

North Carolina Standards	Alignment to Starfall

<p><b>RI.K.10 Actively engage</b> in group reading activities with purpose and understanding.</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 p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide p. 356</b> - Get to Know John Muir  <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. 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. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</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>  <b>Teacher’s Guide pp. 794-795</b> - Introduce <i>At the Beach</i></p>
---	---

**READING: FOUNDATIONAL SKILLS**

**Print Concepts**

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

North Carolina Standards	Alignment to Starfall
<p><b>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  <b>Teacher’s Guide p. 60</b> - <i>A Computer</i>  <b>Teacher’s Guide p. 66</b> - <i>A Computer</i> Sequencing Activity  <b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 162</b> - Computer - It’s Fun to Read/Learn to Read  <b>Teacher’s Guide p. 211</b> - Words in a Sentence  <b>Teacher’s Guide p. 366</b> - Sequence <i>The Bottle in the</i></p>

	<p><i>River</i></p> <p><b>Teacher's Guide p. 473</b> - Rearrange Words to Create Sentences</p>
<p><b>b.</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>
<p><b>c.</b> Understand that words are separated by spaces in print.</p>	<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>
<p><b>d.</b> Recognize and name all upper- and lowercase letters of the alphabet.</p>	<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>

## Handwriting

North Carolina Standards	Alignment to Starfall
<p><b>RF.K.2</b> Print upper- and lowercase letters.</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>

### Phonological Awareness

**RF.K.3** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

North Carolina Standards	Alignment to Starfall
<p><b>a.</b> Recognize and produce rhyming words.</p>	<p><b>Teacher's Guide pp. 19-20</b> - Introduce <i>Backpack Bear's ABC Rhyme Book</i>  <b>Teacher's Guide p. 59</b> - Rhyming Words  <b>Teacher's Guide p. 91</b> - Rhyming  <b>Teacher's Guide p. 123</b> - Rhyming Words  <b>Teacher's Guide p. 226</b> - Rhyming Words  <b>Teacher's Guide p. 239</b> - Rhyming Words  <b>Teacher's Guide p. 300</b> - Rhyming  <b>Teacher's Guide p. 301</b> - Rhyming Words  <b>Teacher's Guide p. 329</b> - Listen for Rhyming Words  <b>Teacher's Guide p. 362</b> - Rhyming Words  <b>Teacher's Guide p. 363</b> - Listen, Then Write Rhyming Words  <b>Teacher's Guide p. 415</b> - Rhyming Words  <b>Teacher's Guide p. 425</b> - Rhyming Words  <b>Teacher's Guide p. 556</b> - Short-A Rhyming Words  <b>Teacher's Guide p. 567</b> - Rhyming Words  <i>Starfall.com:</i> Backpack Bear's ABC Rhymes  <i>Starfall.com:</i> Selected Nursery Rhymes</p>
<p><b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.</p>	<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>

<p><b>c.</b> Blend and segment onsets and rimes of single-syllable spoken words.</p>	<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, -all, -ed, -et</i>)  <b>Starfall.com:</b> “Word Machines”  <b>Starfall.com:</b> “Learn to Read”</p>
<p><b>d.</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>	<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>
<p><b>e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<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, -all, -ed, -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  <b>Teacher’s Guide p. 792</b> - Phoneme Addition and Substitution  <b>Teacher’s Guide p. 864</b> - Phoneme Deletion</p>

### Phonics and Word Recognition

**RF.K.4** - Know and apply grade-level phonics and word analysis skills in decoding words.

North Carolina Standards	Alignment to Starfall
--------------------------	-----------------------



<p><b>a.</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.</p>	<p><b>Teacher's Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher's Guide p. 271</b> - Cumulative Review  <b>Teacher's Guide p. 291</b> - Introduce "See It! Say It! Spell It!"  <b>Teacher's Guide p. 358</b> - Review Sounds  <b>Teacher's Guide p. 454</b> - Segmenting Phonemes  <b>Teacher's Guide p. 552</b> - See It! Say It! Spell It!  <b>Teacher's Guide p. 560</b> - Blending and Decoding  <b>Teacher's Guide p. 638</b> - Blending CVC Words  <b>Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine  <b>Starfall.com:</b> ABCs</p>
<p><b>b.</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p><b>Teacher's Guide p. 388</b> - Classify Medial Vowels  <b>Teacher's Guide p. 502</b> - Review Vowels  <b>Teacher's Guide p. 506</b> - Review Initial Short-A Words and Introduce Initial Long A Words  <b>Teacher's Guide p. 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</p>
<p><b>c.</b> Read common high-frequency words by sight.</p>	<p><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  <b>Teacher's Guide p. 374</b> - Introduce High Frequency Words: <i>away, do, was, will</i>  <b>Teacher's Guide p. 412</b> - Introduce High Frequency Words: <i>her, his, says</i>  <b>Teacher's Guide p. 454</b> - High Frequency Word Challenge  <b>Teacher's Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i>  <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>d.</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>

### Fluency

North Carolina Standards	Alignment to Starfall
<p><b>RF.K.5</b> Read <b>emergent-reader texts</b> 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

**CCR Anchor Standard W.1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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.

North Carolina Standards	Alignment to Starfall
<p><b>a.</b> With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</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>

**CCR Anchor Standard W.2** – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**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.

North Carolina Standards	Alignment to Starfall
<p><b>a.</b> With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</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>

**CCR Anchor Standard W.3** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**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 with guidance and support, provide a reaction to what happened.

North Carolina Standards	Alignment to Starfall
--------------------------	-----------------------

<p><b>a.</b> With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</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>
--	--

**CCR Anchor Standard W.4** – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

North Carolina Standards	Alignment to Starfall
<p><b>W.K.4</b> With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.</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>

**CCR Anchor Standard W.5** – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

North Carolina Standards	Alignment to Starfall
<p><b>W.K.5</b> Participate in <b>shared investigation</b> of grade appropriate topics and writing projects.</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</p>

	<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
--	--

**CCR Anchor Standard W.6** – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

North Carolina Standards	Alignment to Starfall
<b>W.K.6</b> With guidance and support from adults, recall information from <b>experiences</b> or gather information from provided sources to answer a question.	<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 <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

### SPEAKING AND LISTENING

**CCR Anchor Standard SL.1** – 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.

**SL.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

North Carolina Standards	Alignment to Starfall
<b>a.</b> Follow agreed-upon rules for discussions.  <b>b.</b> Continue a conversation through multiple exchanges.	<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

	<p><b>Teacher’s Guide pp. 137-138</b> - Introduce Benjamin Franklin</p> <p><b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher’s Guide p. 195</b> - Introduce <i>Ira Sleeps Over</i></p> <p><b>Teacher’s Guide p. 207</b> - Introduce Presentation Voices</p> <p><b>Teacher’s Guide p. 238</b> - Introduce the Author’s Chair</p> <p><b>Teacher’s Guide pp. 258-259</b> - Inventions of Long Ago</p> <p><b>Teacher’s Guide p. 269</b> - Create an Invention</p> <p><b>Teacher’s Guide p. 273</b> - Share Expository Writings</p> <p><b>Teacher’s Guide p. 328</b> - Author’s Chair</p> <p><b>Teacher’s Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle</p> <p><b>Teacher’s Guide p. 364</b> - Author’s Chair</p> <p><b>Teacher’s Guide p. 381</b> - Formative Assessment</p> <p><b>Teacher’s Guide pp. 382-383</b> - Write About Ruby: Part 1 (Partner share)</p> <p><b>Teacher’s Guide p. 388</b> - Author’s Chair</p> <p><b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club</p> <p><b>Teacher’s Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2 (Partner share)</p> <p><b>Teacher’s Guide p. 788</b> - Plan Class Adventure</p> <p><b>Teacher’s Guide p. 845</b> - Prepare Anchor Chart Presentations</p> <p><b>Teacher’s Guide p. 849</b> - Schema Anchor Chart Presentation</p> <p><b>Teacher’s Guide p. 852</b> - Capital Letter Anchor Chart Presentation</p> <p><b>Teacher’s Guide p. 856</b> - Spaces Anchor Chart Presentation</p>
--	--

**CCR Anchor Standard SL.2** – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

North Carolina Standards	Alignment to Starfall
<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><b>Teacher’s Guide pp. 30-31</b> - Introduce Alphabetical Order and the <i>Starfall Dictionary</i></p> <p><b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i></p> <p><b>Teacher’s Guide p. 167</b> - Introduce Georges Seurat</p> <p><b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards</p> <p><b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i></p> <p><b>Teacher’s Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i></p> <p><b>Teacher’s Guide pp. 250-252</b> - Introduce Scientists and Inventors</p> <p><b>Teacher’s Guide p. 262</b> - Introduce <i>At the Post Office</i></p> <p><b>Teacher’s Guide pp. 295-296</b> - Introduce Abraham</p>

	<p>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>
--	--

**CCR Anchor Standard SL.3** – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

North Carolina Standards	Alignment to Starfall
<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><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>

**CCR Anchor Standard SL.4** – 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.

North Carolina Standards	Alignment to Starfall
<p><b>SL.K.4</b> Speak audibly and express thoughts, feelings, and ideas <b>clearly</b>.</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>

**CCR Anchor Standard SL.5** – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

North Carolina Standards	Alignment to Starfall
<p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</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>

**LANGUAGE - CCR Anchor Standard L.1**

**LANGUAGE STANDARD 1 – GRAMMAR CONTINUUM**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum

North Carolina Standards	Alignment to Starfall
<p><b>Subject/Verb Agreement:</b> Use singular and plural nouns with matching verbs in basic sentences</p>	<p><b>Teacher’s Guide p. 201</b>- Introduce High Frequency Words: like, likes  <b>Teacher’s Guide p. 442</b> - Introduce Inflectional Endings, -s and -ed  <b>Teacher’s Guide p. 450</b> - Inflectional Endings Review  <b>Teacher’s Guide p. 675</b> - Introduce High Frequency Words: give, gives, put, puts  <b>Teacher’s Guide p. 694</b> - Verbs and Verb Endings  <b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences  <b>Teacher’s Guide p. 698</b> - Introduce High Frequency Words: of, were, work, works  <b>Teacher’s Guide p. 699</b> - Write About Exercising with Mox  <b>Teacher’s Guide p. 701</b> - Write Sentences</p>
<p><b>Nouns:</b> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)</p>	<p><b>Teacher’s Guide pp. 50-51</b> - Introduce High Frequency Words: <i>is, for</i>  <b>Teacher’s Guide pp. 108-109</b> - Review Anchor Charts/Introduce Nouns: Names of Places  <b>Teacher’s Guide pp. 611-612</b> - Introduce <i>Amazing</i></p>



	<p><i>Airplanes</i> and Multiple Meanings of Words  <b>Teacher's Guide p. 692</b> - Magic Writing Moment : Categorize Nouns and Verbs  <b>Teacher's Guide p. 697</b> - Use Nouns and Verbs to Form Sentences  <b>Teacher's Guide p. 701</b> - Magic Writing Moment - Write Sentences  <b>Teacher's Guide p. 718</b> - Magic Writing Moment - List Nouns  <b>Teacher's Guide p. 723</b> - Use Adjectives to Describe Nouns</p>
<p><b>Nouns:</b>  Use common, proper, &amp; possessive nouns</p>	<p><b>Teacher's Guide pp. 108-109</b> - Review Anchor Charts/Introduce Nouns: Names of Places  <b>Teacher's Guide p. 635</b> - Introduce Peg's Egg and Possessive Nouns  <b>Teacher's Guide p. 671</b> - Introduce Mox's Shop  <b>Teacher's Guide p. 676</b> - List Shop Ideas  <b>Teacher's Guide p. 692</b> - Categorize Nouns and Verbs  <b>Teacher's Guide p. 697</b> - Possessive  <b>Teacher's Guide p. 718</b> - List Nouns  <b>Teacher's Guide p. 727</b> - Create Mox's Menu</p>
<p><b>Verbs:</b>  Form frequently occurring verbs</p>	<p><b>Teacher's Guide p. 516</b>- Introduce Verbs with Inflectional Ending -s  <b>Teacher's Guide p. 692</b> - Categorize Nouns and Verbs  <b>Teacher's Guide p. 694</b> - Verbs and Verb Endings  <b>Teacher's Guide p. 697</b> - Use Nouns and Verbs to Form Sentences  <b>Teacher's Guide p. 699</b> - Write About Exercising with Mox  <b>Teacher's Guide p. 701</b> - Write Sentences</p>
<p><b>Verbs:</b>  Convey sense of time</p>	<p><b>Teacher's Guide p. 442</b> - Introduce Inflectional Endings, -s and -ed  <b>Teacher's Guide p. 513</b> - Introduce Inflectional Ending -ing  <b>Teacher's Guide p. 516</b>- Introduce Verbs with Inflectional Ending -s</p>
<p><b>Adjectives:</b>  Use frequently occurring adjectives</p>	<p><b>Teacher's Guide p. 720</b> - Prewriting: Introduce Sensory Words  <b>Teacher's Guide p. 720</b> - Formative Assessment  <b>Teacher's Guide p. 723</b> - Magic Writing Moment- Use Adjectives to Describe Nouns  <b>Teacher's Guide pp. 724-725</b> - Sharing Writing About Marshmallows  <b>Teacher's Guide p. 731</b> - Complete Sentences Using Mox's Menu</p>
<p><b>Conjunctions:</b>  Use frequently occurring conjunctions</p>	<p><b>Teacher's Guide pp. 196-197</b> - Introduce High Frequency Words: and, are  <b>Teacher's Guide pp. 227-228</b>- Introduce High</p>

	<p>Frequency Words: but, us, up  <b>Teacher’s Guide pp. 202-203</b> - Write About Your Family  <b>Teacher’s Guide p. 208</b> - Writing About Animals  <b>Teacher’s Guide p. 248</b> - Adding Details  <b>Teacher’s Guide p. 254</b> - Descriptive Words  <b>Teacher’s Guide p. 337</b> - Shared Oral Story  <b>Teacher’s Guide p. 704</b> - Add Details to Sentences  <b>Teacher’s Guide p. 735</b> - Add Detail to Expand Sentences</p>
<p><b>Sentences:</b>  Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences</p>	<p><b>Teacher’s Guide p. 104</b> - Introduce the “Punctuation” Anchor Chart  <b>Teacher’s Guide p. 118</b> - Favorite Kind of Weather  <b>Teacher’s Guide p. 148</b> - Favorite Color  <b>Teacher’s Guide p. 156</b> - Formative Assessment  <b>Teacher’s Guide p. 166</b> - Formative Assessment  <b>Teacher’s Guide pp. 202-203</b> - Write About Your Family  <b>Teacher’s Guide p. 248</b> - Adding Details  <b>Teacher’s Guide p. 280</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 286</b> - Punctuation Anchor Chart  <b>Teacher’s Guide pp. 383-384</b> - Write About Ruby: Part 1  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 468</b> - Rearrange Words to Create Sentences  <b>Teacher’s Guide p. 477</b> - Rearrange Words to Create Sentences  <b>Teacher’s Guide p. 538</b> - Write About Mammals  <b>Teacher’s Guide p. 681</b> - Write About Wolves/Formative Assessment  <b>Teacher’s Guide p. 701</b> - Write Sentences  <b>Teacher’s Guide p. 704</b> - Add Details to Sentences  <b>Teacher’s Guide p. 731</b> - Complete Sentences Using Mox’s Menu  <b>Teacher’s Guide p. 735</b> - Add Details to Expand Sentences  <b>Teacher’s Guide p. 804</b> - Our Class Adventure: Topic Sentence  <b>Teacher’s Guide p. 815</b> - Write a Sentence with Quotation Marks  <b>Teacher’s Guide p. 876</b> - Editing a Sentence  <b>Teacher’s Guide p. 880</b> - Editing a Sentence</p>
<p><b>Sentences:</b>  Understand and use question words</p>	<p><b>Teacher’s Guide p. 104</b> - Introduce the “Punctuation” Anchor Chart  <b>Teacher’s Guide p. 511</b> - Comprehension: Questioning  <b>Teacher’s Guide p. 537</b> - Questions About Mammals  <b>Teacher’s Guide p. 540</b> - Interview Questions  <b>Teacher’s Guide p. 780</b> - Introduce Class Adventure Story  <b>Teacher’s Guide p. 788</b> - Plan Class Adventure</p>

	<p><b>Teacher's Guide p. 788</b> - Add Class Adventure Details</p> <p><b>Teacher's Guide p. 809</b> - Our Class Adventure ( When? Who?)</p> <p><b>Teacher's Guide p. 813</b> - Our Class Adventure (How? Why?)</p> <p><b>Teacher's Guide p. 864</b> - Punctuation Anchor Chart Presentation</p>
<p><b>Prepositions:</b> Use frequently occurring prepositions</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: into, off</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: many, over, under</p>
<p><b>Pronouns:</b> Use personal, possessive, and indefinite pronouns</p>	<p><b>Teacher's Guide p. 93</b> - Introduce High Frequency Words: I, am, you</p> <p><b>Teacher's Guide p. 161</b> - Introduce High Frequency Words: be, he, she, we</p> <p><b>Teacher's Guide p. 227</b> - Introduce High Frequency Words: but, up, us</p> <p><b>Teacher's Guide pp. 256-257</b> - Introduce High Frequency Words: big, go, little, in, it</p> <p><b>Teacher's Guide p. 412</b> - Introduce High Frequency Words: her, his, says</p> <p><b>Teacher's Guide p. 453</b> - Introduce High Frequency Words: look, my, our, your</p> <p><b>Teacher's Guide p. 542</b>- Introduce High Frequency Words: that, there, they, this</p> <p><b>Teacher's Guide p. 729</b>- Introduce High Frequency Words: than, them, then</p>
<p><b>Determiners:</b> Use determiners</p>	<p><b>Teacher's Guide p. 55</b> - Introduce High Frequency Words: <i>A</i> and <i>a</i></p> <p><b>Teacher's Guide p. 93</b> - Introduce High Frequency Words: The, the</p> <p><b>Teacher's Guide p. 98</b> - Introduce High Frequency Words: <i>an</i>, <i>at</i></p> <p><b>Teacher's Guide p. 148</b> - Favorite Color</p> <p><b>Teacher's Guide p. 542</b>- Introduce High Frequency Words: that, there, they, this</p>

## LANGUAGE STANDARD 2 - CONVENTIONS CONTINUUM

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

North Carolina Standards	Alignment to Starfall
--------------------------	-----------------------

<p><b>Capitalization:</b></p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence</li> <li>• Capitalize the pronoun “I”</li> <li>• Capitalize dates and names of people</li> </ul>	<p><b>Teacher’s Guide pp. 33-34</b> - Introduce the Capital Letter Anchor Chart  <b>Teacher’s Guide p. 42</b> - Where to Use Capital Letters  <b>Teacher’s Guide p. 48</b> - Where to Use Capital Letters  <b>Teacher’s Guide pp. 62-63</b> - Capital Letter Anchor Charts  <b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 333</b> - “What’s Wrong?”  <b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences  <b>Teacher’s Guide p. 636</b> - Writing Rubrics  <b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation</p>
<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Recognize end punctuation</li> <li>• Name end punctuation</li> <li>• Use end punctuation for sentences</li> </ul>	<p><b>Teacher’s Guide p. 60</b> - <i>A Computer</i>  <b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal  <b>Teacher’s Guide pp. 104-106</b> - Introduce the Punctuation Anchor Chart  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 280</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 286</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 297</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 320</b> - Punctuation: “What’s Missing?”  <b>Teacher’s Guide p. 537</b> - Punctuation Detectives  <b>Teacher’s Guide p. 636</b> - Writing Rubrics  <b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation  <b>Teacher’s Guide p. 864</b> - Punctuation Anchor Chart Presentation</p>
<p><b>Punctuation:</b> Use commas in dates</p>	<p><b>Teacher’s Guide p. 286</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 297</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 320</b> - Punctuation: “What’s Missing?”  <b>Teacher’s Guide p. 537</b> - Punctuation Detectives</p>
<p><b>Spelling:</b> Write a letter or letters for most consonant and short vowel sounds</p>	<p><b>Teacher’s Guide p. 92</b> - Review <i>Tt /t/</i>  <b>Teacher’s Guide p. 118</b> - Listen for Beginning Sound  <b>Teacher’s Guide pp. 152-153</b> - Introduce <i>Oo /o/</i>  <b>Teacher’s Guide pp. 154-155</b> - Introduce <i>Cc /k/</i>  <b>Teacher’s Guide p. 168</b> - Initial Sounds  <b>Teacher’s Guide p. 192</b> - Introduce <i>Rr /r/</i>  <b>Teacher’s Guide pp. 198-199</b> - Introduce <i>Ll /l/</i>  <b>Teacher’s Guide p. 297</b> - Beginning and Final Sounds  <b>Teacher’s Guide p. 333</b> - Beginning Sounds  <b>Teacher’s Guide p. 383</b> - Review <i>Zz /z/</i> and <i>Xx /ks/</i>  <b>Teacher’s Guide p. 420</b> - <i>Listening and Writing</i>, Page 55</p>

	<p> <b>Teacher's Guide p. 443</b> - Activity  <b>Teacher's Guide p. 534</b> - Missing Words  <b>Teacher's Guide p. 552</b> - "See It! Say It! Spell It!"  <b>Teacher's Guide p. 555</b> - Activity  <b>Teacher's Guide p. 593</b> - Activity  <b>Teacher's Guide p. 638</b> - Blending CVC Words  <b>Teacher's Guide p. 902</b> - <i>Reading and Writing</i>, Page 62 </p>
<p> <b>Spelling:</b>  Spell simple words phonetically, drawing on knowledge of sound-letter relationships </p>	<p> <b>Teacher's Guide p. 135</b> - Introduce Inventive Spelling  <b>Teacher's Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher's Guide p. 208</b> - Writing About Animals  <b>Teacher's Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher's Guide p. 299</b> - Write About Voting Choices  <b>Teacher's Guide p. 327</b> - Write About Experiments  <b>Teacher's Guide p. 384</b> - Write About Ruby: Part 2  <b>Teacher's Guide p. 418</b> - Write About Experiments  <b>Teacher's Guide p. 443</b> - Rhyming Words  <b>Teacher's Guide p. 443</b> - Activity  <b>Teacher's Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher's Guide p. 465</b> - Writing CVC Words  <b>Teacher's Guide p. 518</b> - Write About Our Mammal Friends  <b>Teacher's Guide p. 638</b> - Blending CVC Words </p>
<p> <b>Spelling:</b>  Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions </p>	<p> <b>Teacher's Guide p. 135</b> - Introduce Inventive Spelling  <b>Teacher's Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher's Guide p. 208</b> - Writing About Animals  <b>Teacher's Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher's Guide p. 299</b> - Write About Voting Choices  <b>Teacher's Guide p. 327</b> - Write About Experiments  <b>Teacher's Guide p. 384</b> - Write About Ruby: Part 2  <b>Teacher's Guide p. 418</b> - Write About Experiments  <b>Teacher's Guide p. 443</b> - Rhyming Words  <b>Teacher's Guide p. 443</b> - Activity  <b>Teacher's Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher's Guide p. 465</b> - Writing CVC Words  <b>Teacher's Guide p. 518</b> - Write About Our Mammal Friends  <b>Teacher's Guide p. 638</b> - Blending CVC Words </p>
<p> <b>Spelling:</b>  Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words </p>	<p> <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. 388</b> - Classify Medial Vowels  <b>Teacher's Guide p. 410</b> - "See It! Say It! Spell It!"  <b>Teacher's Guide p. 858</b> - Build a Word  <b>Teacher's Guide p. 894</b> - "See It! Spell It! Show It!" </p>

## LANGUAGE

**CCR Anchor Standard L.3** – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

North Carolina Standards	Alignment to Starfall
L.K.3 (Begins in grade 2)	

**CCR Anchor Standard L.4** – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. \*The skills listed under each grade specific standard will appear in the clarification section of the standards.

North Carolina Standards	Alignment to Starfall
L.K.4 Determine and/or clarify the meaning of <b>unknown words</b> and <b>phrases</b> based on kindergarten reading and content: <b>context</b> clues, word parts, and <b>word relationships</b>	<p><b>Teacher’s Guide pp. 35-36</b> - Introduce the Star Word Wall</p> <p><b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge</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. 156</b> - Introduce High Frequency Word: can</p> <p><b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher’s Guide p. 223</b> - Introduce Community Helpers</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. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i></p> <p><b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher’s Guide p. 349</b> - “See It! Say It! Write It!” and Introduce High Frequency Words: had and here</p> <p><b>Teacher’s Guide pp. 350-351</b> - Introduce Ee/e</p> <p><b>Teacher’s Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle</p> <p><b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher’s Guide pp. 416-417</b> - Introduce Parts of a Plant</p> <p><b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher’s Guide pp. 565-566</b> - Force: Push and Pull</p> <p><b>Teacher’s Guide pp. 611-612</b> - Introduce Amazing Airplanes and Multiple Meanings of Words</p> <p><b>Teacher’s Guide p. 644</b> - Introduce <i>Penguin, Penguin</i></p> <p><b>Teacher’s Guide p. 726</b> - Introduce <i>The Popcorn Book</i></p> <p><b>Teacher’s Guide p. 786</b> - <i>Fish and Me</i> Story Words</p> <p><b>Teacher’s Guide pp. 864-865</b> - Insects</p>

**CCR Anchor Standard L.5** – Demonstrate understanding of figurative language and nuances in word meanings.

**L.K.5** - With guidance and support from adults, explore nuances in word meanings.

North Carolina Standards	Alignment to Starfall
<p><b>a.</b> Sort common objects into categories to gain a sense of the concepts the categories represent.</p>	<p><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?</p>
<p><b>b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p><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</p>
<p><b>c.</b> Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</p>	<p><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. 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>

**CCR Anchor Standard L.6** – 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

North Carolina Standards	Alignment to Starfall
<p><b>L.K.6</b> Use words and phrases learned through conversations, reading and being read to, and responding to texts.</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>

\*These standards were copied directly from the *North Carolina Standard Course of Study English Language Arts*.