

This document is an excerpt from the Starfall Kindergarten Teacher's Guide.

If you have questions or comments, please contact us.

Email: helpdesk@starfall.com **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

Starfall 
Kindergarten

Teacher's Guide

Read Me First

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Starfall Kindergarten Reading and Language Arts Curriculum *incorporating Science, Social Studies and Technology*

- Opportunities for child-directed learning
- Target skills that are introduced, then applied, integrated, and practiced throughout the year
- English language learners and struggling readers learn alongside their peers
- Interactive technology incorporates visual, auditory, and kinesthetic learning
- Appropriate for Kindergarten classrooms and homeschoolers
 - Teacher-tested, research based, and meets state standards
 - Motivation for children to learn and have fun at the same time

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Kindergarten, the Starfall Way

A Reading/Language Arts curriculum that is magical, creative, sequential, integrated, and combines content area instruction in Reading, Social Studies, and Science, all supported with online stories and activities at *more.Starfall.com*—that’s kindergarten, the Starfall way.

Starfall is a dynamic balance between teacher-directed instruction and child-directed learning. Teachers guide children as they explore their interests, contribute their insights, and encounter new information. Children are invested because they own these learning experiences.

We believe children learn best when instruction connects to what they already know, and then expands that knowledge through new and meaningful experiences. Starfall teachers preview skills, formally introduce them, then create opportunities for children to apply, integrate, and practice these skills repeatedly as they move toward mastery by year’s end.

In a Starfall kindergarten classroom, English language learners and struggling readers successfully participate and progress alongside their peers. The Starfall Kindergarten Program includes specific teacher information and suggestions for working with English language development.



Motivation

The Starfall Kindergarten Program’s cooperative classroom environment features imaginative plush characters, stimulating interactive online activities, engaging content driven instruction, and hands-on experiences.

More.Starfall.com creates an enthusiasm for learning that pervades the classroom and provides opportunities for children to interact with Backpack Bear, and enjoy the animated stories introduced in class! For parents who have access to the Internet, it provides a “window” to their child’s learning.

Children own their practice materials, and can practice skills at home.

Phonemic Awareness

Children identify, think about, and manipulate individual phonemes (speech sounds) through:

- rhyming.
- discriminating phonemes.
- blending phonemes to form words.
- deleting, adding, and substituting phonemes to form new words.

Our short, daily phonemic awareness exercises lay the foundation for effective phonics instruction.

Phonics

The Starfall Kindergarten Program approaches phonics (sound and spelling relationships) systematically, sequentially, and explicitly. Children:

- identify and discriminate speech sounds.
- connect the sound to the grapheme.
- apply this knowledge to read and write words and sentences.
- practice in print and online.

Starfall teaches high-frequency reading vocabulary with the same care.

With our Starfall Dictionaries and Writing Journals, predecodable texts, and decodable texts, children read and write high-frequency and decodable words daily.

Vocabulary

Direct instruction of the oral and reading vocabulary children encounter in quality literature and spoken communication ensures that they will become inquisitive readers and imaginative writers. Explicit vocabulary instruction:

- broadens knowledge.
- instills curiosity about words and their meanings.
- emphasizes that different words can have the same or similar meanings.
- heightens awareness of rich vocabulary.

Our Starword Wall is a hub of language opportunities that enhance the ability to recall known words, recognize unknown words, and monitor understanding of what is read and heard.

Fluency

Starfall teachers model fluency when reading aloud to children. Teachers read and reread text to demonstrate that by revisiting selections, children gain greater facility in fluency and comprehension.

Our website offers audio examples of fluent reading with a simple click.

Writing

The Starfall Kindergarten Program regularly uses the writing process as a means of teaching and integrating skills, as well as demonstrating progress in all of these instructional areas.

Comprehension

The ultimate purpose of reading and listening is to understand. Starfall lessons deliver comprehension skills and strategies throughout the day through direct instruction, teacher modeling or “think aloud,” and guided practice. Children work cooperatively to apply these strategies and skills to the texts and discussions they encounter.

Starfall employs symposium style discussion to develop higher-level thinking skills. Based on Bloom’s Taxonomy, questions move from literal to more abstract. Questions are identified in the Teacher’s Guide as follows:

Kn Knowledge—Recall specific information.

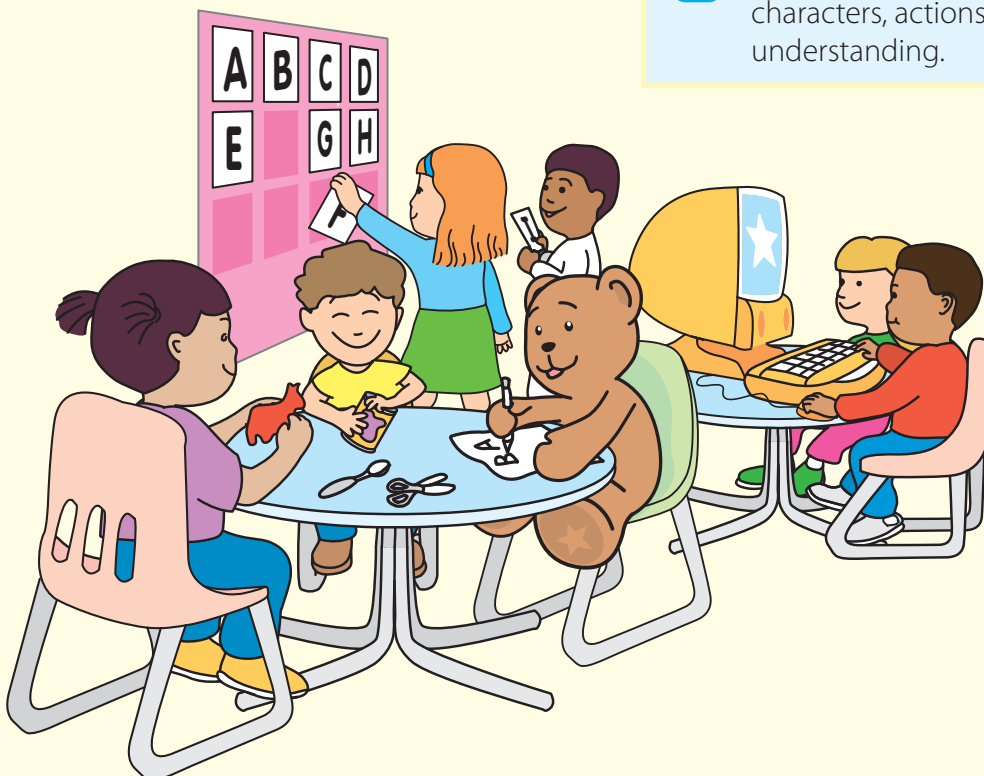
Un Understanding—Understand and restate what you’ve read.

Ap Application—Apply what you’ve learned to other situations.

An Analysis—Compare and contrast content to personal experiences.

Sy Synthesis—Organize thoughts, ideas, and information from the content.

Ev Evaluation—Make judgments about characters, actions, and outcome for understanding.



Preparation and Classroom Setup

For detailed descriptions of materials, see the Materials List beginning on page 9.

The Starfall Letter-Formation and Sound-Spelling Wall Card System

It is essential that you replace your existing classroom alphabet chart with the *Starfall Letter-Formation and Sound-Spelling Wall Card System*.

Before school begins, add a green, yellow, or red sticker to each *Letter-Formation Wall Card* to indicate its position in the alphabet. Place a green sticker in the upper left corner of letters *Aa-li*, a yellow sticker in the upper middle of letters *Jj-Rr*, and a red sticker in the upper right corner of letters *Ss-Zz*. Hang the *Letter-Formation Wall Cards* in a row alphabetically where you normally hang your classroom alphabet chart. Allow enough space below these cards for the *Sound-Spelling Wall Cards*, but do not hang the *Sound-Spelling Wall Cards* at this time.

You will build the *Sound-Spelling Wall Card* chart progressively, adding these cards beneath their corresponding *Letter-Formation Wall Cards* as you introduce sounds and letters. By **Week 14** the set will be complete.

Learn a Little American Sign Language

Starfall integrates American Sign Language (ASL) as a visual and kinesthetic means of teaching sound-spellings, days of the week, seasons, and colors. Learn the ASL hand signs on the ASL display/reference poster. You and your class will use them regularly.

Write Children's Names on Consumable Materials

Use permanent markers to write children's names on the cover of their consumable materials. Children will reference your example when writing their own names.

Prepare Children's Cut-Up/Take-Home Books

Tear out, fold, and staple each book for each child, or teach your children how to assemble these books!

Organize Picture and Word Cards

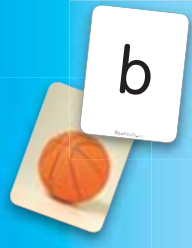
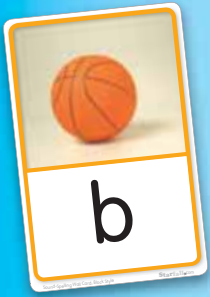
Organize the Word Cards according to the provided dividers. Familiarize yourself with the identity of each Picture Card as listed. Children must first hear the name of each picture spoken aloud by an adult. They can then focus on the sounds, and will not be distracted by guessing picture names.

For the first semester, organize the Word and Picture Cards according to the **Alphabet Dividers**, and save the Short Vowel Dividers for the second half of the year.

For the second semester, after individual letters have been introduced, rearrange your Word and Picture Cards using the **Short Vowel Dividers** according to medial vowel sounds.

Prepare Sentence Strips and Word Cards

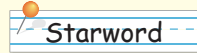
You will use Predecodable Sentence Strips to introduce each story during the first semester. Organize the Predecodable Cover Cards, Sentence Strips, and Word Cards by book. Cut apart the colored Sentence Strips into individual Word and Punctuation Cards. The Learn to Read Decodable Sequence Cards, Sentence Strips, and Word Cards will be used in the second semester.



Store Second Semester Plush Characters

Please keep Zac the Rat, Peg the Hen, Mox the Fox, Tin Man, and Gus the Duck well hidden. You will reveal them one at a time during the second semester.

Starword Wall



Establish a location for your Starword Wall. Some teachers designate a wall or bulletin board, hang their words on the inside of a door, a clothes line, or a pocket chart.

Your Starword Wall is where you will display oral vocabulary words. These are the words children hear but do not always comprehend. Children encounter this vocabulary in the course of read-alouds, concept development, and class discussion.

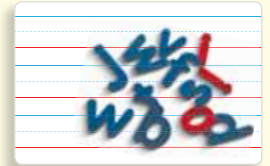
The Starword Wall is **not** designed for high-frequency words. Starfall kindergarten classrooms use their Starfall Dictionaries for this purpose.

You can easily generate each week's Vocabulary Word Cards using the online Practice Page Generator tool. Print out the cards, cut them apart, laminate them (if desired), and then display them on your Starword Wall as each word is introduced.

If space is available, add words to your Starword Wall cumulatively. Teachers with limited space tell us that changing the words by unit is more efficient. Feel free to add more words to meet the needs of your class.

Child-sized dry-erase boards and magnetic letters help reduce the use of paper. We recommend having one board per child, and 6-8 sets of magnetic letters (lowercase) per class.

A child's crew sock can serve as both an eraser and a place to store dry-erase markers!



Magnetic letters and white boards
(Not included with Starfall Materials.)

Set up more.Starfall.com on Your Classroom and Lab Computers

More.Starfall.com is an interactive way for children to practice letters, sounds, words, sentences, stories, and to reinforce the day's lessons. *More.Starfall.com* contains all of the content you know and love at www.Starfall.com, plus math activities, colors, a talking library, songs, rhymes, and more.

If you are beginning a new membership, you will need to choose an email address and password for your account. (For School Memberships, choose an address and password that you can share with other teachers.) This information will be used to authorize the computers at your location.

To get started, go to <http://more.starfall.com>. Next, if you:

Have a membership:

- Click the "**Authorize Computer**" link at the top of the screen.
- Under "Authorize Computer," enter your administrator email address and password in the appropriate fields and click the "Authorize" button.

Have an Access Code:

- Click the "**Authorize Computer**" link at the top of the screen.
- Enter your code in the field under "Have an Access Code?" and click "Register Code."
- Follow the prompts to complete registration.
- Once your account is set up, you must authorize each computer at your location on which you intend to use *more.Starfall.com*. (See **Have a membership:**)

Wish to Purchase a Membership:


- Click the "**Join Now**" link at the top of the screen.
- To purchase a membership using a credit card, click "**Join Instantly Online.**" For School Purchase Orders, click "**Purchase Order.**" If you wish to use a check or money order, click "**Mail, Fax, or Phone.**"
- Follow the on-screen prompts to complete your purchase.

We recommend headsets and headset splitters for each computer so that several children can use a single computer at a time. Splitters are available through electronics stores such as Radio Shack.

The Starfall installation CD contains classic www.Starfall.com in a format that will run offline. This CD does not contain the additional content available on more.Starfall.com.

Daily Routines

I'm so glad I get to be in your kindergarten class. This will be the best year ever!

Love, BpB 

Backpack Bear's Daily Message

Backpack Bear delivers the magic of each day in a message he secretly tucks away in his backpack. We recommend that you prepare his message after school each day so that the message is ready the following morning. We've included suggested messages in the plans; however, please feel free to adjust the messages to meet the needs of your class, school events, or personality of *your* Backpack Bear. These messages can be written by hand, or generated, modified, and printed using the Message Generator in the Teachers' Lounge on more.Starfall.com.

You decide how and when to reveal Backpack Bear's messages. Teachers tell us they:

- write messages on large post-it notes.
- write messages on full-sized paper folded to fit inside the backpack.

We suggest signing your messages with Backpack Bear's paw-print stamp.

Some teachers display Backpack Bear's messages in a frame after they have been read. Others pin daily messages on top of each other, then place them in an album for children to enjoy at the end of each week.

The Calendar

To ensure that children learn the words indicating the days of the week, choose a classroom calendar with the days of the week written fully, rather than abbreviated.

ASL: Days of the Week, Months of the Year, and Seasons

Teach the ASL sign for the days of the week as you introduce each word. By doing so you preview letter/sound relationships and build background knowledge to support these sound-spellings when you formally introduce them.

Each sign is made by making the letter sign and circling it clockwise once, to represent the earth's 24 hour rotation. The hand sign for Thursday, which is a quick hand sign for *Tt* followed by the hand sign for *Hh*, reinforces the phonemic/phonetic distinction between the initial sounds in "Tuesday" and "Thursday."

As you and your children become familiar with the ASL alphabet, children fingerspell the names of the months to visually and kinesthetically practice the letters and spelling patterns in the words.

See also the ASL signs for each season on the display/reference poster.

Reading

Left to right progression, return sweep, and top to bottom

Preview initial sounds
/m/ /t/ /w/ /th/ /f/ /s/

Sequencing

Math

How information is organized in graphs

Broad categories of time such as past, present, future, days of the week, months, year

Yesterday was _____

Today is _____

Tomorrow will be _____

Today is...

Write the days of the week on cards, and prepare sentence strips as pictured at left. Post the sentence strips near your calendar. Children supply the correct day card to complete each sentence.

Children practice these and related skills, such as months, days, seasons, and dates, online at more.Starfall.com: "Calendar."



Observe the Weather

By charting daily weather, children learn to organize information, analyze trends, and make predictions based on the information in their chart. What an excellent and meaningful way to practice the comprehension strategy, prediction!

Use Backpack Bear's Weather Cards to create a classroom weather chart. These cards picture and name different weather conditions.

Choose a system for recording the weather, such as a weather graph, weather calendar, or weather tally chart. Each day your classroom's meteorologist records the weather condition for that day.

- Compare and contrast the weather from day to day, and across seasons.
- Predict the weather: If the weather has been sunny for the past few days, what do you think the weather will be tomorrow?



Sunday	Monday	Tuesday
		1
4	5	6
11	12	13

Sunny	Rainy	Snowy
///	/	



Classroom Responsibilities

Create a job for each child in your class (sample jobs below). At the beginning of the year assign jobs to ensure that children are able to experience all of the different responsibilities. As children become adept, they can mentor their peers.

As the year progresses, children can choose their own jobs. Randomly flash children's Name Cards. When a child's name is revealed, he or she chooses a job.

Door Holder	Door Closer	Line Leader
Classroom Book Helper	Librarian	Attendance Helper
Snack Helper	Floor Manager	Chair Manager
Electrician	Duster	Meteorologist
Calendar Helper	Soap Manager	Zoo Keeper
Visitor Greeter	Equipment Manager	Area Manager
Cubbie Detective	Number Helper	Flag Bearer

Progress Monitoring

The Progress Monitoring Assessment Blackline Package contains a Pre-Assessment, Mid-Assessment, and Post-Assessment. Please individually assess each child using our Pre-Assessment or other instrument sometime during the first three weeks of school, and the other two assessments mid-year and end-of-year respectively. This assessment time is not built into the schedule.

Biweekly Progress Monitoring assessments are built into the weekly schedule beginning with **Week 4**.

Science

Observe changes in weather

Recognize that changes in weather occur from day to day and across seasons

Observe repeatedly and over time and comparing results

Prediction and probability

Math

Tally marks as a method of counting

Social Studies

Understand that a responsibility is a duty to do something or not do something

Understand the benefits of fulfilling responsibilities

Understand that people work in jobs in which they produce services

Understand the concepts of morning and afternoon

Lesson Format

The easy-to-follow lesson plans include whole group, small group, and independent practice activities.

Days 1-4 Schedule

10 Minutes Phonemic Awareness/Phonics Warm-Up

1

30 Minutes

Session 1, Whole Group

2

60 Minutes

Session 2, Small Group

Independent Practice Activity and Computer Rotations

Divide your class into two groups. Group 1 attends the Small Group Session with you. Group 2 divides again: Half work independently at classroom computers; the other half completes a practice activity, independently or with the help of a paraprofessional or parent volunteer.

After 15 minutes the two halves of Group 2 switch.

At the end of the first 30 minutes, Group 1 divides and rotates between the computer or activity, and Group 2 attends the small group session with you.

3

30 Minutes

Session 3, Whole Group

Day 5 Review and Assessment Schedule

Day five is reserved for review and assessment. No new skills will be introduced. Biweekly assessments begin **Week 4**. Once you have administered the pre-assessment, determine which students and which skills should be assessed on a weekly basis. For example, if a child knows the entire alphabet upon entering school, there is no need to reassess that skill!

10 Minutes Phonemic Awareness/Phonics Warm-Up

1

20 Minutes

Session 1, Whole Group

2

20 Minutes

Session 2, Whole Group

90 Minutes

You administer individual assessments while children work independently in six Learning Center rotations of 12-15 minutes each.

Look in the margins for helpful hints and learning outcomes.

Materials List

Teacher's Guide Binders

The Teacher's Guide includes ten themed units (31 weeks), Individual Student Assessments (Progress Monitoring) blacklines featuring Entry, Mid-Year, and Exit assessments, plus biweekly assessments beginning **Week 4**, and ten major holiday plans to be integrated at the appropriate times throughout the year:

- Labor Day (César Chávez: Historical Figure Poster)
- Columbus Day (Christopher Columbus: Historical Figure Poster)
- Veteran's Day
- Thanksgiving Day (Squanto: Historical Figure Poster)
- Martin Luther King, Jr. Day (Martin Luther King, Jr. Historical Figure Poster)
- 100th Day of School
- Groundhog Day
- Presidents' Day (George Washington: Historical Figure Poster)
- Earth Day
- Memorial Day

Support Materials:

- Computer Center Card System
- Weather Cards
- Seasons Posters/Poems
- Blacklines



Technology

More.Starfall.com features the content you love from Starfall, plus new content available only to Starfall Kindergarten participants. Use on your classroom computers and in your computer lab.



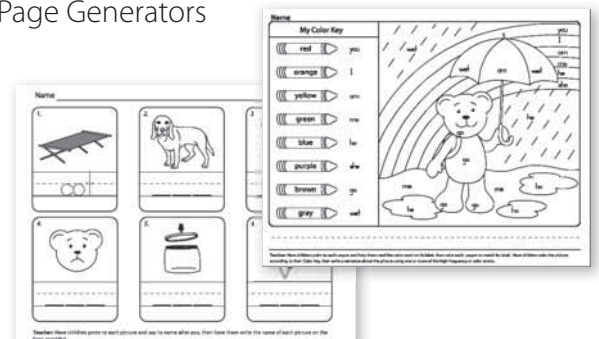
Starfall.com Installation CD for Offline Use

New content available only on *more.Starfall.com* is not available on this CD.



More.Starfall.com Teacher's Resources Downloadable

- National Holiday Lesson Plans
- Teacher's Guide
- Progress Monitoring Package
- Practice Page Generators



Level-K Children's Consumable Books

Lined Starfall Writing Journal

- Lined with space for illustrations
- Bolded baselines



Cut-Up/Take-Home Books

- 12 Predecodable rebus and high-frequency word books
- 21 Decodable books
- 5 Bonus art books
- All books featured on more.Starfall.com

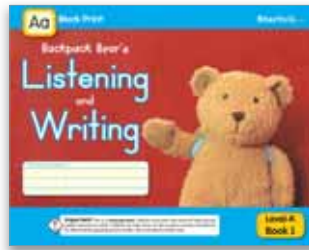


Practice Books

(Block Print or Starfall Manuscript)

Book 1: Listening & Writing

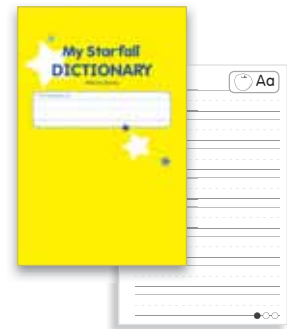
- Consonant and vowel sounds and spellings
- Rhyming
- Letter formation
- Blending CVC words



Lined Starfall Dictionary

Children enter high-frequency words alphabetically, then reference their dictionaries when writing and reading.

- Pictures support alphabet indexing
- Coded to indicate the beginning ○○○, middle ○○○, or end ○○○ of the alphabet



Book 2: Reading & Writing

- Reading and writing consonant-vowel-consonant words
- Medial vowels
- Rhyming
- Digraphs: *ch, sh, th, and wh*
- High-frequency words
- Writing sentences



Classroom Book Sets

Short Vowel Pals Books

Softcover editions (6"x8") of the 16 decodable books found in our *Level-K Cut-Up/Take-Home Books*



Learn to Read Decodable Books

Softcover editions (6"x8") of our 5 short-vowel *Learn to Read* books found in the *Level-K Cut-Up/Take-Home Books*, plus 10 bonus stories!



Plush Characters

Backpack Bear

Zac the Rat

Peg the Hen

Mox the Fox

Tin Man

Gus the Duck



Bring magic to your classroom by tucking daily messages into Backpack Bear's backpack!

Phonics Instruction Tools

Letter-Formation & Sound-Spelling Wall Card System

Double-sided cards
(Block Print or Starfall Manuscript)



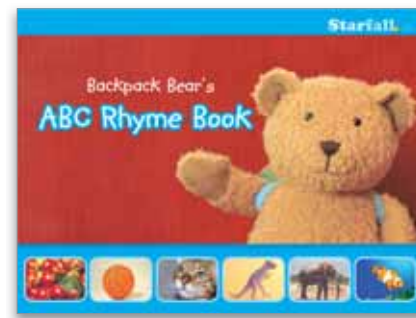
Sound-Spelling Instructional Cards

- Upper and lowercase Letter Cards
- Beautiful Picture Cards that correspond to the Sound-Spelling Wall Cards



Backpack Bear's ABC Rhyme Book

A book of rhymes with each sound-spelling introduced



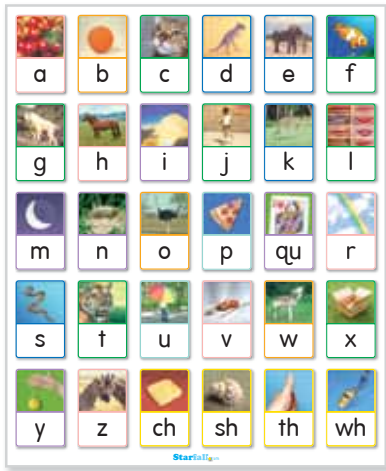
Boxed Set of Instructional Word & Picture Cards

- Picture Cards for phonemic awareness and phonics activities
- Word Cards for decoding and word recognition activities
- Two of each High-Frequency Word Card
- Organizational dividers



Sound-Spelling Poster

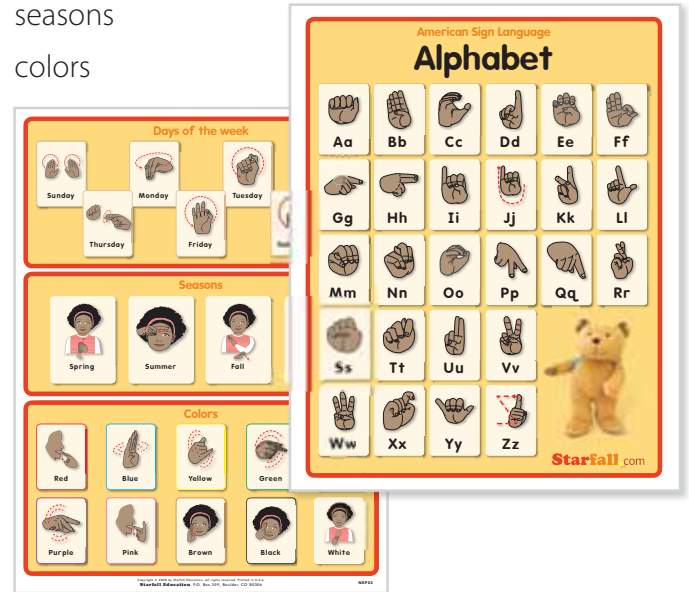
Double-sided reference/display poster (Block Print or Starfall Manuscript) showing all 30 Sound-Spelling Wall Cards.



American Sign Language Poster

Double-sided reference/display shows hand signs for:

- letters of the alphabet
- days of the week
- seasons
- colors

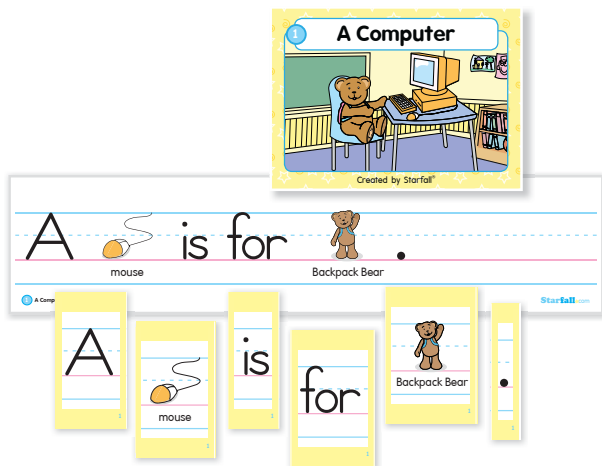


Sentence Strips and Word Cards

Sentence Strips, Word Cards, and Cover Cards for Predecodable Books 1-12

Correspond to each predecodable book — Use them to introduce each story, then children use them to practice:

- high-frequency word recognition.
- sentence structure and mechanics.
- print concepts.
- sequence.



Sentence Strips, Word Cards, and Story Sequence Cards for the Short-Vowel Learn to Read Books

Similar to the Sentence Strips and Word Cards for the predecodable books and double-sided Story Sequence Cards.



For the Earliest Readers

"I'm Reading" book sets include 15 of Margaret Hillert's beginning readers, also featured on more.Starfall.com.



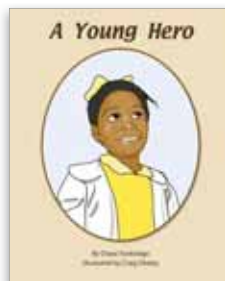
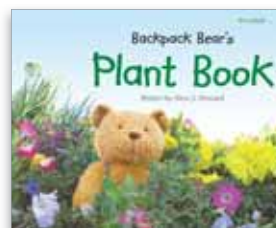
Read-Aloud Books

Great New Titles from Starfall

- *Backpack Bear Learns the Rules*
- *America the Beautiful*
- *I Am Your Flag*
- *The Little Red Hen and Other Folk Tales*
- *A Young Hero (The Story of Ruby Bridges)*
- *How I Know My World: A Book About the Senses*
- *Precipitation*

Backpack Bear's Plant & Animal Kingdom

- Plant Book
- Mammals Book
- Bird Book
- Reptiles, Amphibians & Fish Book
- Invertebrates Book
- Animal Kingdom Poster Set



Games

Starfall Speedway & Alphabet Avenue

- Double-sided game boards, card decks, spinners, and game pieces
- Write your own words on the game board using a dry-erase marker!



Set of 5 Short-Vowel Puzzles

Each puzzle features a different short vowel in the initial and medial positions.



Story Element Cards

Use this beautiful full-color deck of cards with any text to introduce and practice comprehension skills and strategies.



Starfall Sing-Along Book & Audio CD

Songs on this audio CD appear throughout the lessons. Use the lyrics book to help you incorporate the music during transitions.



Star Writer Melodies

Classical instrumental selections will create a peaceful environment and stir your children's creative thinking as they write.



Paw-Print Stamp

Backpack Bear can "leave his mark" with this stamp!



Level-K Stickers



Recommended Literature

The Starfall Kindergarten Program integrates quality literature in its lesson plans. Special consideration was given in choosing books that would be easy to locate in school libraries, public libraries, or classroom libraries, or available inexpensively from local bookstores, *AbeBooks.com*, or *Amazon.com*.

Though the lesson plans were written with this particular literature in mind, these books are not available for purchase through the Starfall Store. Please feel free to substitute other books on similar themes, or books that can be readily adapted to the target comprehension skill or strategy.

Unit	Week	Type	Title	Author	Publisher
1	1	Fiction	<i>Brown Bear, Brown Bear, What Do You See?</i>	Bill Martin Jr.	Henry Holt & Co.
1	1	Fiction	<i>The Kissing Hand</i>	Audrey Penn	Child and Family Press
2	3	Fiction	<i>Chicka Chicka Boom Boom</i>	Bill Martin Jr.	Aladdin
2	3	Fiction	<i>Today Is Monday</i>	Eric Carle	Paperstar
2	4	Fiction	<i>Cloudy With a Chance of Meatballs</i>	Judi Barrett	Aladdin
2	5	Fiction	<i>Mouse Paint</i>	Ellen Stoll Walsh	Voyager Books
2	5	Fiction	<i>Caps for Sale</i>	Esphyr Slobodkina	Harper Trophy
3	6	Fiction	<i>Ira Sleeps Over</i>	Bernard Waber	Houghton Mifflin
3	6	Fiction	<i>Goldilocks and the Three Bears</i>	Jan Brett	Putnam Juvenile
3	7	Nonfiction	<i>Me on the Map</i>	Joan Sweeney	Dragonfly Books
3	8	Nonfiction	<i>Ox-Cart Man</i>	Donald Hall	Penguin
3	9	Nonfiction	<i>George Washington and the General's Dog</i>	Frank Murphy	Random House
4	11	Fiction	<i>Miss Rumphius</i>	Barbara Cooney	Puffin
6	15	Fiction	<i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>	Don Wood	Child's Play
6	16	Fiction	<i>The Giant Jam Sandwich</i>	John Vernon Lord	Houghton Mifflin
7	18	Fiction	<i>The Little Red Hen</i>	Paul Galdone	Clarion Books
7	19	Fiction	<i>Amazing Airplanes</i>	Tony Mitton	Kingfisher
8	21	Fiction	<i>The Three Little Pigs</i>	Patricia Seibert	School Specialty
8	22	Fiction	<i>One Fine Day</i>	Nonny Hogrogian	Aladdin Paperbacks
8	23	Nonfiction	<i>The Popcorn Book</i>	Tomie dePaola	Holiday House
9	25	Fiction	<i>The Tortoise and the Hare</i>	Janet Stevens	Holiday House
9	26	Fiction	<i>Swimmy</i>	Leo Lionni	Knopf Books
9	27	Fiction	<i>The Salamander Room</i>	Anne Mazer	Dragonfly Books
10	28	Fiction	<i>Anansi the Spider</i>	Gerald McDermott	Henry Holt & Co.
10	30	Nonfiction	<i>Monarch Butterfly</i>	Gail Gibbons	Holiday House

Scope and Sequence Summary

1st Semester

Unit 1	W	Theme Focus	Phonics	Decodable Words	HF Words	Predecodable Book
Unit 1 Welcome	1	Making Friends	Bb		me see	
	2	Learning About Rules	Aa		a A for is	<i>A Computer</i>
Unit 2 Things Change	3	Time	Tt Pp	tab, bat, at, pat, tap	an at the The	<i>At School</i>
	4	Seasons & Weather	Ss Mm	sap, sat, bam, mat, map	I am you	<i>A Rainbow</i>
	5	Colors	Oo Cc	cab, cat, cap, cob, cot, cop, bop, boss, top, toss, pop, pot, sob	be can he she we	<i>At the Park</i>
Unit 3 Working Together	6	Our Families	Rr Ll	rat, rap, rob, rot, lab, lap, lob, lot, lop, pal	and are like likes	<i>At the House</i>
	7	Our Community	Uu Nn	nab, nap, not, nut, ban, tan, pan, can, ran, an, on, up, but, bus, tub, pub, sun, sub, run, rub, rum, nun, nut	but down not on up us	<i>The Map</i>
	8	How Our Community Works	ll Gg	gab, gap, gas, got, gut, gum, gun, bag, tag, sag, rag, lag, nag, bog, cog, log, bug, tug, pug, mug, rug, lug, big, pig, rig, in, it, bit, bin, bill, tip, till, tin, pit, pin, rib, rip, rim, lit, lip, nip	big go in it little	<i>At the Post Office</i>
	9	How Our Country Works	Dd Ff	dab, dad, dot, dog, dub, dug, dip, dim, din, dig, bad, sad, mad, rad, lad, ad, did, lid, rid, pod, nod, god, fab, fat, fan, fog, fun, fib, fit, fin, fig	come said with to	<i>Come Vote with Me</i>
Unit 4 Doing Our Part!	10	Our Country, Our Land	Hh Ww	hat, ham, hag, had, hot, hop, hog, hub, hut, hum, hug, hit, hip, him, hid, win, wig, wag	as has want	<i>At the Library</i>



Listening & Writing	Recommended Literature	Starfall Books and Posters	Historical Figures
	<i>Brown Bear, Brown Bear, What Do You See?</i> <i>The Kissing Hand</i>		
1–Bb is for Ball 2–Initial/Final /b/ 3–Aa is for Apple	<i>Brown Bear, Brown Bear, What Do You See?</i> (review)	<i>Backpack Bear Learns the Rules</i> <i>I Am Your Flag</i>	
4–Tt is for Tiger 5–Initial/Final /t/ 6–Pp is for Pizza 7–Initial/Final /p/	<i>Chicka Chicka Boom Boom</i> <i>Today Is Monday</i>		
8–Review B, A, T, P 9–Rhyming Words 10–Ss is for Snake 11–Initial/Final /s/ 12–Mm is for Moon 13–Initial/Final /m/	<i>Cloudy With a Chance of Meatballs</i>	<i>Rainbow, Rainbow</i> Seasons Poetry & Photos <i>Benjamin Franklin</i> Historical Poster	Benjamin Franklin
14–Oo is for Ostrich 15–Cc is for Cat 16–Initial /k/ spelled c 17–Review S, M, O, C	<i>Mouse Paint</i> <i>Caps for Sale</i>	<i>Rainbow, Rainbow</i> (review)	Georges Seurat
18–Rhyming Words 19–Rr is for Rainbow 20–Initial/Final /r/ 21–Ll is for Lips 22–Initial/Final /l/	<i>Ira Sleeps Over</i> <i>Goldilocks and the Three Bears</i>	<i>A House in a Tree</i>	
23–Uu is for umbrella 24–Nn is for nest 25–Initial/Final /n/ 26–Review R, L, U, N 27–Rhyming Words	<i>Me on the Map</i> <i>Caps for Sale</i> (review)	<i>Little Red Hen and Other Folk Tales:</i> “Mr. Bunny’s Carrot Soup”	
28–Ii is for Igloo 29–Gg is for Goat 30–Initial/Final /g/ 31–Cumulative Review	<i>Ox-Cart Man</i>	<i>Thomas Edison</i> Historical Poster	Thomas Edison
32–Dd is for Dinosaur 33–Initial/Final /d/ 34–Ff is for fish 35–Initial/Final /f/	<i>George Washington and the General’s Dog</i>	<i>George Washington</i> Historical Poster <i>Abraham Lincoln</i> Historical Poster	George Washington Abraham Lincoln
36–Rhyming Words 37–Hh is for Horse 38–Initial /h/ 39–Rhyming Words 40–Ww is for Wolf 41–Initial /w/		<i>America the Beautiful</i>	

Unit 4

Doing Our Part!

W	Theme Focus	Phonics	Decodable Words	HF Words	Predecodable Book
11	Our Environment	Ee Ww	van, vet, bet, beg, bed, ten, pet, pen, peg, set, met, men, red, let, leg, led, net, get, den, fed, web, wet, wed	had have help helps here	<i>The Bottle in the River</i>
12	Citizens & Their Actions	Zz Xx Jj	ax, tax, fax, wax, six, mix, fix, ox, box, fox, vex, zip, zap, biz, zig, jab, job, jog, jug, jig, jet	away do was will	<i>Ruby Goes to School</i>

Unit 5

Living and Nonliving

13	Plants	Qu, qu Yy Kk	quit, quip, quiz, yes, yam, yet, yip, yap, kid, yak	her his says	<i>We Can See!</i>
14	CUMULATIVE REVIEW				

Unit 6

Mammals

W	Theme Focus	Phonics	Decodable Words	HF Words	Decodable Book
15	The Animal Kingdom	/a/ _a_ /i/ y		into get gets	<i>Zac the Rat</i>
16	Mammals	/th/ th	bath, math, path, that, than	there that they	<i>Zac and Cat</i>
17	More About Mammals			all some	<i>Zac and the Hat</i>

Unit 7

Birds

18	Birds	/e/ _e_ /k/ ck	them, then, back, lack, pack, rack, sack, beck, deck, neck, peck	good could would what	<i>Peg the Hen</i>
19	Flight	/ch/ ch /l/ ll /t/ tt /d/ dd /s/ ss	add, chap, chat, ball, fall, tall, wall, call, bell, fell, yell, well, pass, lass, mess, mass, less	look from find	<i>Peg Helps Zac</i>
20	More About Birds			them then lay play	<i>Peg's Egg Hen</i>

Listening & Writing	Recommended Literature	Starfall Books and Posters	Historical Figures
42–Review D, F, H, W 43–Ee is for Elephant 44–Vv is for Violin 45–Initial/Final /v/ 46–Rhyming Words 47–Rhyming Words	<i>Miss Rumphius</i>	<i>It's Earth Day, Dear Dragon</i> John Muir Historical Poster	John Muir
48–Zz is for Zebra 49–Xx is for Box 50–Initial/Final /z/ /ks/ 51–Jj is for Jump 52–Initial/Final /j/		<i>A Young Hero</i> <i>Three Little Plays: Dog and Cat</i> Martin Luther King, Jr. Historical Poster Rosa Parks Historical Poster	Martin Luther King, Jr. Rosa Parks
53–Qu, qu is for Queen 54–Yy is for Yo-yo 55–Initial /kw/ /y/ 56–Kk is for Kangaroo 57–Initial/Final /k/		<i>Backpack Bear's Plant Book</i> <i>The Little Red Hen and Other Folk Tales: "The Four Friends"</i>	
58–Review Initial/Final 59–Rhyming Words 60–Blending 61–Read & Write 62–Encoding 63–I Know My ABCs 64–Certificate			



2nd Semester

Reading & Writing	Recommended Literature	Starfall Books and Posters	Historical Figures
1–Initial/Medial /a/ 2–Word Family _an _at 3–Label with /a/ words	<i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>	<i>Backpack Bear's Mammal Book</i> <i>The Animal Kingdom Poster</i> <i>Vertebrates (Animals with Backbones) Poster</i>	
4–see, the, is, for, has, on 5–Complete Sentence 6–Punctuation . ? ! 7–Th is for Thumb	<i>The Giant Jam Sandwich</i>	<i>Backpack Bear's Mammal Book</i> <i>The Animal Kingdom Poster</i>	Ludwig van Beethoven
8–get, a, into, to, and 9–Blending Medial /a/ 10–Write with /a/ words		<i>Little Red Hen and Other Folk Tales: "The Turnip"</i> <i>Backpack Bear's Mammal Book</i> <i>The Animal Kingdom Poster</i> <i>Vertebrates (Animals with Backbones) Poster</i>	
11–Initial/Medial /e/ 12–Review Initial/Final 13–Read & Write /e/ 14–I, in, you, go, like	<i>The Little Red Hen</i>	<i>Little Red Hen and Other Folk Tales: "Little Red Hen"</i> <i>Backpack Bear's Bird Book</i> <i>The Animal Kingdom Poster</i>	
15–Complete Sentence 16–Word Family _ell _all 17–Ch is for Cheese 18–we, help, me, all, us, are	<i>Amazing Airplanes</i> <i>Me on the Map</i> (review)	<i>The Animal Kingdom Poster</i> <i>The Wright Brothers Historical Poster</i>	Vincent van Gogh Georges Seurat (review) The Wright Brothers
19–Blending Medial /e/ 20–Write with /e/ words 21–Label with /e/ words 22–Color Words		<i>Little Red Hen and Other Folk Tales: "Chicken Little"</i> <i>Penguin, Penguin</i> <i>Backpack Bear's Bird Book</i> <i>Vertebrates (Animals with Backbones) Poster</i>	

Zac the Rat

Peg the Hen

Unit 8

How Animals Live

W	Theme Focus	Phonics	Decodable Words	HF Words	Decodable Book
21	What Animals Need	/o/ _o_ /sh/ sh	bash, dash, cash, mash, rash, shed, shop, shot, chop, rock, sock, dock, moss, toss, boss, doll	give him your	<i>Mox's Shop</i>
22	Exercise			of were	<i>Mox Jogs Hop, Bend, Stomp</i>
23	The Five Senses			this than	<i>Pop! Pop! Pop!</i>
24	CUMULATIVE REVIEW				

Unit 9

Reptiles, Fish, and Amphibians

25	Reptiles	/i/ _i_ /hw/ wh	dish, fish, rich, bill, fill, gill, hill, will, ill, sill, pill, kick, lick, sick, with, tick, chin, chip, whim, whip, shin, thin, ship, this, chick, chill, quill, thick, which, kiss, hiss, mitt, wham, whop	too many	<i>The Big Hit</i>
26	Fish			when where no so	<i>Tin Man Sits Fish and Me</i>
27	Amphibians			one out about	<i>Fix the Jet</i>

Unit 10

Invertebrates

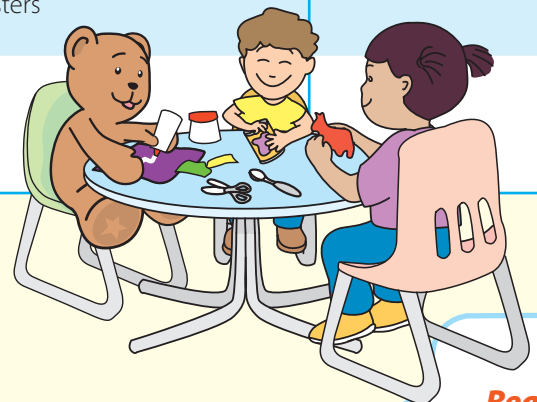
28	Invertebrates	/u/ _u_	chuck, chug, chum, thud, shut, thug, luck, duck, gush, mush, rush, hush, yuck, such, much, buzz, fuss, fuzz, puff	my by now how	<i>Gus the Duck</i>
29	Insects			put went saw	<i>Bug in a Jug</i>
30	Butterflies	Silent E Vowel Teams		make take eat	<i>Get Up, Cub</i>
31	CUMULATIVE REVIEW				<i>Gus and His Dog Peg and the Box Zig-Zag</i>

Reading & Writing	Recommended Literature	Starfall Books and Posters	Historical Figures
23-Initial/Medial /o/ 24-Word family _ot _op 25-Sh is for Shell 26-says, what, good, big, it, will	<i>The Three Little Pigs</i>	Wolves	
27-Review Initial/Final 28-Possessive Nouns 29-he, they, little, do, with 30-Word Family _og _ock	<i>One Fine Day</i>		
31-Blending medial /o/ 32-Quotation Marks 33-Review <i>Th, Sh, Ch</i> 34-Label with /o/ words 35-Review Blending 36-Rhyming Words 37-Blending 38-High-Frequency Words	<i>The Popcorn Book</i>	<i>How I Know My World: A Book About the Senses</i> Helen Keller Historical Poster	Helen Keller
39-Initial/Final /i/ 40-Rhyming pairs /i/ 41-give, she, some, want, said, up 42-Wh is for Whistle	<i>The Tortoise and the Hare</i>	<i>I Can Do It!</i> <i>Backpack Bear's Reptiles, Amphibians & Fish Book</i> <i>Vertebrates (Animals with Backbones)</i> Poster	
43-Word Family _ick _ing 44-Punctuation . ? ! " " " 45-no, down, we, come 46-Label with /i/ words	<i>Swimmy</i>	<i>Backpack Bear's Reptiles, Amphibians & Fish Book</i> <i>At the Beach</i> <i>Vertebrates (Animals with Backbones)</i> Poster	
47-Blending medial /i/ 48-Quotation Marks 49-Blending medial /i/ 50-Bending	<i>The Salamander Room</i>	<i>Backpack Bear's Reptiles, Amphibians & Fish Book</i> (review) <i>The Animal Kingdom</i> Poster <i>Vertebrates (Animals with Backbones)</i> Poster	
51-Initial/Final /u/ 52-Rhyming Pairs /u/ 53-have, there, her, look, here, my, his	<i>Anansi the Spider</i>	<i>Backpack Bear's Invertebrates Book</i> <i>The Animal Kingdom</i> Poster <i>Invertebrates (Animals without Backbones)</i> Poster	
54-Read & Write 55-where, were, was 56-Review <i>Th, Sh, Ch, Wh</i>		<i>Invertebrates (Animals without Backbones)</i> Poster <i>Backpack Bear's Invertebrates Book</i> <i>Backpack Bear's Plant Book</i> (review)	
57-Blending medial /u/ 58-Complete Sentence 59-Write with /u/ words 60-Label with /u/ words 61-High-Frequency Words 62-Blending 63-Writing 64-Certificate	<i>Monarch Butterfly</i>	<i>Backpack Bear's Invertebrates Book</i> All Animal Kingdom Books and Posters	

Mox the Fox

Tin Man

Gus the Duck



Starfall's Standards and Benchmarks for Reading and Language Arts

Starfall's reading and language arts standards and benchmarks satisfy kindergarten learning standards for most states, including Florida (2008), Texas (2008), and California (2010). **Highlighted items** indicate strands where our standards and benchmarks exceed those found in the Common Core State Standards. (See our Common Core Comparison chart beginning on page 25.) Standards and Benchmarks appear in the sidebar of each lesson plan in which they are used.

Reading

1. Print Concepts

The student demonstrates knowledge of the concept of print and how it is organized and read. Students will:

- a. Identify the front cover, back cover, title, author and/or illustrator
- b. Follow words from left to right and top to bottom on the printed page
- c. Understand that printed materials provide information
- d. Distinguish letters from words
- e. Demonstrate understanding of concepts about print (words, letters, and spacing between words)
- f. Recognize that sentences in print are made up of separate words
- g. Recognize and name all uppercase and lowercase letters of the alphabet
- h. Understand that punctuation and capitalization are used in all written sentences
- i. Identify types of everyday print materials (e.g. storybooks, poems, newspapers, signs, labels)

2. Phonemic Awareness

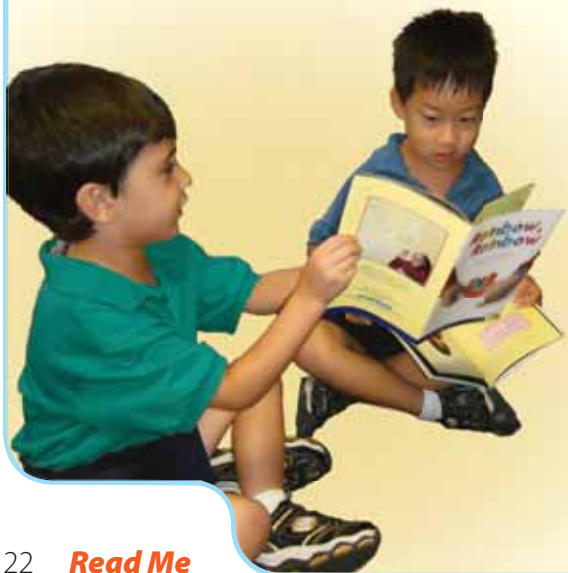
The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. Students will:

- a. Auditorily segment sentences into correct numbers of words
- b. Identify, blend, and segment syllables in words
- c. Recognize and produce words that rhyme
- d. Distinguish rhyming and non-rhyming words
- e. Identify, blend, and segment onset and rime
- f. Identify or distinguish initial, final, and/or medial phonemes in CVC words
- g. Blend and/or segment individual phonemes in simple, one-syllable words
- h. Manipulate individual phonemes in CVC words through addition, deletion, and substitution
- i. Count the number of sounds in syllables, and syllables in words
- j. Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections

3. Phonics/Word Analysis

The student demonstrates knowledge of the alphabetic principle and applies grade-level phonics skills to read text. Students will:

- a. Match all consonant and short-vowel sounds to appropriate letters
- b. Read simple one-syllable and high-frequency words
- c. Understand that as letters of words change, so do the sounds
- d. Understand that the sequence of letters in the written word represents the sequence of sounds in the spoken word



4. Vocabulary Development

The student uses multiple strategies to develop vocabulary. Students will:

- a. Use new vocabulary that is introduced and taught directly
- b. Relate new vocabulary to prior knowledge
- c. Understand the meaning of words, and that some words have multiple meanings
- d. Identify words that name persons, places, or things, and words that name actions
- e. Listen to and discuss both familiar and conceptually challenging text
- f. Describe common objects and events in both general and specific language
- g. Identify and sort words into basic categories (e.g., colors, shapes, food)
- h. Use language correctly to express spatial and temporal relationships (e.g., up/down, before/after).

5. Comprehension

The student uses a variety of strategies to comprehend texts. Students will:

- a. Use pictures and context to make predictions about story content
- b. Connect to life experiences the information and events in texts
- c. Make text-to-self, text-to-text, and/or text-to-world connections
- d. Retell familiar stories
- e. Demonstrate an understanding of story elements (e.g., beginning, middle, end, characters, details, and setting)
- f. Identify sequence of events in a story
- g. Identify the author's purpose as stated in the text
- h. Ask and answer questions about essential elements of a text
- i. Answer questions about the text using creative and critical thinking strategies

6. Fluency

The student demonstrates the ability to read orally with accuracy and expression. Students will:

- a. Read alphabet letters in random order with automaticity
- b. Use appropriate intonation and expression during unison oral reading with the teacher

- c. Read automatically a small set of high-frequency words
- d. Read familiar kindergarten-level texts at the emergent level
- e. Read previously taught grade-level text with appropriate expression

7. Literary Response & Analysis

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and nonfiction texts to demonstrate an understanding of the information presented. Students will:

- a. Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)
- b. Identify the purpose of nonfictional text
- c. Identify familiar literary forms (e.g., fairy tales, nursery rhymes, fables, etc.)
- d. Participate actively when predictable and patterned selections are read aloud
- e. Describe how illustrations contribute to the text
- f. Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources
- g. Compare/contrast a variety of literary works and multiple versions of the same story

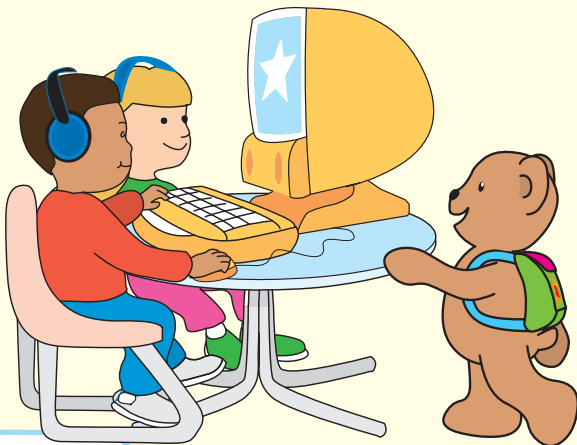


Writing

8. Writing

Students write to communicate effectively for a variety of purposes and audiences. Students will:

- a. Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events
- b. Write consonant-vowel-consonant words
- c. Draw pictures about ideas generated from stories read aloud or generated through class discussion
- d. Create a group draft, scripted by the teacher
- e. Revise a draft by adding additional details to the draft and checking for logical thinking with prompting
- f. Use capital letters to begin "important words"
- g. Use end punctuation, including periods, question marks, and exclamation points
- h. Participate in writing simple stories, poems, rhymes, letters, etc.
- i. Produce, illustrate, and share a finished piece of writing
- j. Create narratives by drawing, dictating, and/or using emergent writing
- k. Participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing
- l. Draw and label a simple map of the classroom
- m. Draw a picture and use it to explain why this item (food, pet, person) is their favorite (persuasive writing)
- n. Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of letters
- o. Print their names
- p. Write by moving from left to right and top to bottom
- q. Connect thoughts and oral language to generate ideas



Listening & Speaking

9. Listening & Speaking

The student effectively applies listening and speaking strategies. Students will:

- a. Listen carefully and understand directions for performing tasks
- b. Communicate effectively when sharing ideas, relating experiences, and retelling stories heard
- c. Describe people, places, things (e.g., size, color, shape), locations, and actions
- d. Recite short poems, rhymes, and songs
- e. Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding
- f. Comprehend the wide array of informational text that is part of our day-to-day experiences
- g. Repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns)
- h. Relate an experience in a logical sequence

Media Literacy & Technology

10. Media Literacy

The student develops and demonstrates understanding of media literacy as a life skill that is integral to informed decision making. Students will:

- a. Use a systematic process for the collection, processing, and presentation of information
- b. Use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards)
- c. Recognize that authors, illustrators, and composers create informational sources
- d. Recognize print and non-print media
- e. State the main idea after viewing print media

11. Technology

The student develops essential technology skills for using and understanding conventional and current tools, materials, and processes. Students will:

- a. Use technology resources to support learning
- b. Learn the parts of the computer and the purpose for each part

Common Core State Standards and Starfall Kindergarten Comparison

READING STANDARDS FOR LITERATURE

Common Core Standards

Starfall Equivalent

<i>Key Ideas and Details</i>		
LACC.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text.	Comprehension, 5.h Ask and answer questions about essential elements of a text.
LACC.K.RL.1.2	With prompting and support, retell familiar stories, including key details.	Comprehension, 5.d Retell familiar stories.
LACC.K.RL.1.3	With prompting and support, identify characters, settings, and major events in a story.	Comprehension, 5.f Identify sequence of events in story.
		Comprehension, 5.e Demonstrate an understanding of story elements (e.g. beginning, middle, end, characters, details and setting)
<i>Craft and Structure</i>		
LACC.K.RL.2.4	Ask and answer questions about unknown words in a text.	Vocabulary, 4.a Use new vocabulary that is introduced and taught directly.
LACC.K.RL.2.5	Recognize common types of texts (e.g., storybooks, poems).	Literary Response & Analysis, 7.c Identify familiar literary forms (e.g. fairy tales, nursery rhymes, fables, etc).
LACC.K.RL.2.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Concepts of Print, 1.a Identify the front cover, back cover, title, author and/or illustrator.
		Comprehension, 5.g Identify the author's purpose as stated in the text.
<i>Integration of Knowledge and Ideas</i>		
LACC.K.RL.3.7	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).	Comprehension, 5.a Use pictures and context to make predictions about story content.
LACC.K.RL.3.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Literary Response & Analysis, 7.g Compare/contrast a variety of literary works and multiple versions of the same story.
<i>Range of Reading and Level of Text Complexity</i>		
LACC.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text.	Comprehension, 5.h Ask and answer questions about essential elements of a text.

READING STANDARDS FOR INFORMATIONAL TEXT

Common Core Standards

Starfall Equivalent

Key Ideas and Details

LACC.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text	Literary Response & Analysis, 7.b	Identify the purpose of nonfictional text
LACC.K.RL.1.2	With prompting and support, identify the main topic and retell key details of the text	Literary Response & Analysis, 7.f	Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources
LACC.K.RL.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	Literary Response & Analysis, 7.g Listening & Speaking, 9.e Listening & Speaking, 9.f	Compare/contrast a variety of literary works and multiple versions of the same story Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding Comprehend the wide array of informational text that is part of our day to day experiences

Craft and Structure

LACC.K.RL.2.4	Ask and answer questions about unknown words in a text.	Vocabulary, 4.a Vocabulary, 4b	Use new vocabulary that is introduced and taught directly. Relate new vocabulary to prior knowledge.
LACC.K.RL.2.5	Identify the front cover, back cover, and title page of a book.	Print Concepts, 1a	Identify the front cover, back cover, title, author and/or illustrator.
LACC.K.RL.2.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Concepts of Print, 1.a Comprehension, 5.g	Identify the front cover, back cover, title, author and/or illustrator. Identify the author's purpose as stated in the text.

Integration of Knowledge and Ideas

LACC.K.RL.3.7	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).	Literary Response & Analysis, 7.e	Describe how illustrations contribute to the text.
LACC.K.RL.3.8	With prompting and support, identify the reasons an author gives to support points in a text.	Comprehension, 5.a	Identify the author's purpose as stated in the text.
LACC.K.RL.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Literary Response & Analysis, 7.g	Compare/contrast a variety of literary works and multiple versions of the same story.

Range of Reading and Level of Text Complexity

LACC.K.RL.4.10	Actively engage in group reading activities with purpose and understanding.	Comprehension, 5.b Comprehension, 5.b Comprehension, 5.i	Connects to life experiences the information and events in texts. Make text to self, text-to-text, and/or text-to-world connections. Answer questions about the text using creative and critical thinking strategies.
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READING STANDARDS: FOUNDATIONAL SKILLS

Common Core Standards

Starfall Equivalent

Print Concepts

LACC.K.RF.1.1 Demonstrate understanding of the organization and basic features of print

a.	Follow words from left to right, top to bottom, and page by page.	Concepts of Print, 1.b	Follow words from left to right and top to bottom on the printed page.
b.	Recognize that spoken words are represented in written language by specific sequences of letters.	Concepts of Print, 1.c	Understand that printed materials provide information.
c.	Understand that words are separated by spaces in print.	Concepts of Print, 1.e	Demonstrate understanding of concepts about print (words, letters, and spacing between words).
d.	Recognize and name all uppercase and lowercase letters of the alphabet.	Concepts of Print, 1.g	Recognize and name all uppercase and lowercase letters of the alphabet.

Phonological Awareness

LACC.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a.	Recognize and produce rhyming words.	Phonemic Awareness, 2.c	Recognize and produce words that rhyme.
b.	Count, pronounce, blend, and segment syllables in spoken words.	Phonemic Awareness, 2.b Phonemic Awareness, 2.i	Identify, blend, and segment syllables in words. Count the number of sounds in syllables and syllables in words.
c.	Blend and segment onsets and rimes of single-syllable spoken words.	Phonemic Awareness 2.g	Blend and/or segment individual phonemes in simple, one-syllable words.
d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Phonemic Awareness 2.f	Identify or distinguish initial, final, and/or medial phonemes in CVC words.
e.	Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.	Phonemic Awareness 2.h	Manipulate individual phonemes in CVC words through addition, deletion, and substitution.

Phonics and Word Recognition

LACC.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words

a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or the most frequent sound for each consonant.	Phonics/Word Analysis, 3.a	Match all consonant and short-vowel sounds to appropriate letters.
b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Phonics/Word Analysis, 3.a	Match all consonant and short-vowel sounds to appropriate letters.
c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Phonics/Word Analysis, 3.b	Read simple one syllable and high-frequency words.
d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Phonics/Word Analysis, 3.c	Understand that as letters of words change, so do the sounds.

Fluency

LACC.K.RF.4.4	Read emergent-reader texts with purpose and understanding.	Fluency, 6.d	Read familiar kindergarten-level texts at the emergent level.
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WRITING STANDARDS

Common Core Standards

Starfall Equivalent

Text Types and Purposes

LACC.K.W.1.1 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...).

Writing, 8.a Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

LACC.K.W.1.2 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.

Writing, 8.k Participate in creating a variety of informational/expository forms (e.g. labels, lists, graphs, observations, summaries) through drawing or writing.

LACC.K.W.1.3 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.

Writing, 8.q Connect thoughts and oral language to generate ideas.
Writing, 8.m Draw a picture and use it to explain why this item (food, pet, person) is their favorite (persuasive writing).
Writing, 8.j Create narratives by drawing, dictating, and/or using emergent writing.

Production and Distribution of Writing

LACC.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Writing, 8.e Revise a draft by adding additional details to the draft and checking for logical thinking with prompting.

LACC.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Technology, 11.a Use technology resources to support learning.

Research to Build and Present Knowledge

LACC.K.W.3.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Media Literacy, 10.b Use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards).

LACC.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Media Literacy, 10.a Use a systematic process for the collection, processing, and presentation of information.

STANDARDS FOR SPEAKING AND LISTENING

Common Core Standards

Starfall Equivalent

Comprehension and Collaboration

LACC.K.SL.2.4 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

<p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>Listening & Speaking, 9.b</p>	<p>Communicate effectively when sharing ideas, relating experiences, and retelling stories heard.</p>
<p>b. Continue a conversation through multiple exchanges.</p>	<p>Listening & Speaking, 9.b</p>	<p>Communicate effectively when sharing ideas, relating experiences, and retelling stories heard.</p>

<p>LACC.K.SL.1.2</p>	<p>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>Comprehension, 5.h</p>	<p>Ask and answer questions about essential elements of a text.</p>
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<p>LACC.K.SL.1.3</p>	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Comprehension, 5.i</p>	<p>Answer questions about text using creative and critical thinking strategies.</p>
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Presentation of Knowledge and Ideas

<p>LACC.K.SL.2.4</p>	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>Listening & Speaking, 9.c</p>	<p>Describe people, places, things (e.g., size, color, shape), locations, and actions.</p>
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<p>LACC.K.SL.2.5</p>	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>Writing, 8.c</p>	<p>Draw pictures about ideas generated from stories read aloud or generated through class discussion.</p>
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<p>LACC.K.SL.2.6</p>	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Listening & Speaking, 9.b</p>	<p>Communicate effectively when sharing ideas, relating experiences, and retelling stories heard.</p>
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Starfall is the best program I've experienced in 27 years of teaching, and I've been trained in many. -Beth, Kindergarten teacher, Cuddebackville, NY

I am so glad that I can still use the Starfall program with Common Core! Since you arranged the plans in Units it will be so easy to make the transition! Thanks, Starfall!
- Susan, Kindergarten teacher, Tampa, FL

I do not have any students below grade level in reading or writing. I believe that the Starfall program is responsible for these great achievements.
- Mary, Kindergarten teacher, Knotts Island, NC

The development and progress of (our students') writing and reading skills is nothing short of incredible. We simply can't thank you enough for what Starfall has contributed to our children's growth and development.
- Tonia, Kindergarten teacher, Las Vegas, NV

LANGUAGE STANDARDS

Common Core Standards

Starfall Equivalent

Conventions of Standard English

LACC.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many uppercase and lowercase letters.	Writing, 8.n	Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of letters.
b. Use frequently occurring nouns and verbs.	Vocabulary, 4.d	Identify words that name persons, places, or things, and words that name actions.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	—	
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Comprehension, 5.i	Answer questions about the text using creative and critical thinking strategies.
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Vocabulary, 4.h	Use language correctly to express spatial and temporal relationships (e.g., up/down, before/after).
f. Produce and expand complete sentences in shared language activities.	Listening & Speaking, 9.c	Describe people, places, things (e.g., size, color, shape), locations, and actions.

LACC.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.	Writing, 8.f	Use capital letters to begin “important words.”
b. Recognize and name end punctuation.	Writing, 8.h	Use end punctuation, including periods, questions marks, and exclamation points.
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Writing, 8.n	Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of letters.
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Writing, 8.b	Write consonant-vowel-consonant words.

Vocabulary Acquisition and Use

LACC.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing a “duck” is a bird and learning the verb “to duck”).	Vocabulary 4.a	Use new vocabulary that is introduced and taught directly.
	Vocabulary 4.b	Relate new vocabulary to prior knowledge.
	Vocabulary 4.c	Understand the meaning of words, and that some words have multiple meanings.
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	—	

LACC.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Vocabulary 4.g	Identify and sort words in basic categories (e.g. colors, shapes, food).
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	—	
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Comprehension, 5.b	Connect to life experiences the information and events in texts.
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Vocabulary 4.a	Use new vocabulary that is introduced and taught directly.

LACC.K.L.3.5 Use words and phrases acquired through conversations, reading and being read to, and responding to text.

Comprehension 5.c Make text-to-self, text-to-text, and/or text-to-world connections.

English Language Development

Starfall recognizes an English language learner as a child who comes to school with a language other than English, and who is in the process of learning English as a second language. The Starfall Curriculum incorporates strategies that ensure all children, including English language learners, are introduced to skills in a way that results in their success. Everything in a Starfall kindergarten classroom is conducive to learning English. However, it is necessary to make accommodations to the curriculum for English language learners. Many of the following suggested activities, which are components of the Starfall Kindergarten Curriculum, should be emphasized for the English language learner.

To assist English language learners:

- Use cooperative learning strategies such as partnering children with English first language learners.
- Use movement, music, rhymes, finger plays, and visual representation.
- Observe children's physical movements (e.g., standing close to something they may want).
- Provide hands-on manipulative experiences.
- Have concrete objects available for children to hold and explore.
- Allow children to point to picture symbols to express their needs.
- Invite children to participate by pointing to familiar objects in shared reading texts.
- Use descriptive words.
- Use flow charts with pictures.
- Offer a parent workshop to teach how to use *more.Starfall.com* at home. This is important to bridge home and school. It also assists parents who are learning English.

Phonemic Awareness

English language learners will experience some sounds that are familiar to them and others that are new and must be learned. Each sound is explicitly taught and reviewed throughout the year. English Language Development sidebars provide information related to sounds that are not present in other languages and therefore must be emphasized for English language learners. It is important to provide additional opportunities for repetition and time to explore sounds. The *more.Starfall.com* online component provides additional independent practice which affords many opportunities for children to hear and interact with the sounds.

To assist English language learners:

- Play "Clap, Snap, Stomp." Show and identify a picture. Reinforce syllables by having children clap for the first syllable, snap for the second, stomp for the third, then say the whole word. This serves to add new vocabulary as well as to reinforce the concept that words can be broken into syllables. For shorter words use just the clap, snap, or stomp.
- Utilize the Starfall Sing-Along CD to provide additional practice with rhyming words. Singing is a universal and safe way for children to interact with language.
- Partner an English speaker with an English language learner. Say a sound and instruct children to repeat it to their partners.
- Incorporate role playing /modeling.



Phonics

As children hear and practice individual sounds, they will transfer this knowledge to printed language. The Starfall Curriculum provides lesson plans, printed materials, games, and computer activities for all learners; however they are particularly helpful for the English language learner. The sequential predecodables and decodable books afford the English language learner numerous opportunities to review letters, sounds, blending, sentence structure, and reading.

Refer to the frequent ELD notations in the Teacher's Guide when introducing a new sound. This will provide specific information regarding English sounds that are not present in French, German, Spanish, Tagalog, Vietnamese, and Mandarin Chinese.

To assist English language learners:

- Individualize the computer activity session for English language learners by having them spend more time on the ABC section to hear/see the target letter/sound, especially when the sound differs in their native languages.
- Inform parents that www.Starfall.com is a free online tool to assist their children in practicing English.
- Label items in the classroom so the English language learner repeatedly associates the word with the object (include picture labels).
- Partner children. Distribute a Picture Card to each pair. Children take turns saying each sound, one at a time, and then blending those sounds together. Both children repeat each word to provide additional practice for the English language learner to hear the individual sounds in a word.
- Use American Sign Language hand signs to accompany letters in a word. This will provide another visual clue for letters/sounds.
- Reinforce communication in English.
- Build rapport with children for active engagement.
- Seek one-on-one work with an ESOL assistant/teacher if one is available in your school.

Vocabulary

As English language learners recognize and produce the sounds of English, they are simultaneously building vocabulary. One area of focus must be academic language, or words used by the teacher in providing directions or simple explanations. Often we assume children know the meanings of the words, when in fact, they know them only in context. For English language learners this may be an additional challenge. Using hand gestures, sign language, and pictures along with verbal directions will provide beneficial clues to aid in understanding. Partnering an English language learner with an English speaker to share information provides assistance with the English language.

Literature is a critical component for developing fluency in English. Each literature lesson includes a vocabulary section. Comprehension depends on knowing ninety to ninety-five percent of the words in text. For English language learners we suggest including additional vocabulary words. Instructing children to indicate when an unfamiliar word is encountered in a selection will promote success.

To assist English language learners:

- Provide additional opportunities for English learners to view the I'm Reading: Folk Tales and Fiction/ Nonfiction sites. The "ear" function provides an audio version of the printed text, and pictures supply contextual information to support the story.
- Introduce new vocabulary prior to reading a selection, and discuss these words as they appear in the story.

- Record yourself reading target stories, and provide a listening center for children to hear and see the story read several times.
- Model correct pronunciation of words and usage rather than over-correcting.
- Create Word Detectives. Encourage children to indicate when they do not understand a word read in a selection or used in dialogue. Add these additional words to your Starword Wall. If possible, provide a picture of the word, or dramatize it.
- Explain any idioms that might occur to ensure their meaning.
- If possible, have an older student who speaks the same language partner with a younger student to help translate. Provide them with guidelines for assisting each other.
- Flash the Picture Cards. Identify them and ask the class to repeat. Ask English language learners to share the word in their native languages.
- To provide a more intimate experience for the English language learner, partner him or her with an English speaker. Say a vocabulary word. Partners discuss its meaning then share with the class.
- Use concrete examples of vocabulary to make words meaningful.

Comprehension

Comprehension involves listening to and understanding verbal directions and instruction, as well as understanding stories. English language learners may struggle to comprehend what is asked of them, or miss the main content of instruction. To ensure that directions are understood, consider the use of the following techniques:

- Deliver instructions in small segments with pauses. Ask children to repeat each direction then share it with their neighbors (clustering).
- Demonstrate the instructions, or have a child perform the instruction as a model before the class is asked to follow them.
- Role play.

Quality literature provides all children with opportunities to learn and practice comprehension skills.

For the English language learner additional opportunities to interact with literature selections are necessary. Prior to reading a selection, it is preferable to informally introduce it to the English language learner. This provides opportunities to preview the story through the illustrations, and identify vocabulary that may be common to the English speaker.

To assist English language learners:

- Partner English speakers with English language learners for partner sharing, especially when reviewing or sharing the content of a story or class discussion.
- Encourage children to retell the story to one another.
- Respect the delay that some English language learners experience in the beginning. Provide some time to converse with these children, independent of classroom instruction, to maximize their comfort level for sharing.
- Ask all children to repeat answers to questions so the English language learner has several opportunities to hear and respond.
- Read the story, omitting some words, and have children chime in with the missing words.



- Dramatize selections. (Consider a drama/retelling center.) Picture walk and discuss literature before reading and questioning.
- Use all modalities to answer comprehension questions.

Writing

Writing is a social process for English language learners, just as it is for any other writer. Starfall introduces the writing process at a slow, sequential pace, in a risk-free environment. It is during a writing session that you will discover how well the English language learner has integrated phonics, vocabulary, and comprehension skills taught. A key component of Starfall writing lessons is individual interaction with each child as he or she writes. This not only provides support to the writer, but gives you the opportunity to address individual assistance in areas in which the child is struggling.

To assist English language learners:

- Provide additional teacher modeling in writing.
- Ask volunteers to share what they will be writing with the class to provide clues.
- Allow time for children to draw/sketch and label pictures before writing to instill story sense.
- Ask the English language learner to tell you what he or she wants to write before attempting kidwriting. This will afford an opportunity to assess sentence structure errors.
- Provide occasions for children to share their writings and give praise to one another. English language learners will learn much just from hearing and seeing other children's writings.
- Create a writing idea basket, with pictures that represent cultural experiences, as a writing motivator.
- Display a flow chart with pictures for children to use as inspiration for writing.



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A Very Brief History of Starfall

Our website, **www.Starfall.com**, opened in September of 2002 as a free public service. Our mission is the same now as it was then: *to help children learn to read by creating an atmosphere of fun and enthusiasm*. Our activities and games employ visual, auditory, and kinesthetic interaction that are especially successful with special education and English language learners, as well as typical kindergartners.

As soon as we launched our website, teachers from all around the world wrote to inform us of how successful it is in motivating their students.

Many teachers told us about how they captured the excitement of Starfall in their classrooms by developing lesson plans based on our online activities. "All of my kindergarten students are reading!" wrote a teacher in Texas. Some teachers met with small groups, while others taught as a whole class. Both styles were successful.

Because of this success and enthusiasm, we decided in May of 2004 to form a task force of volunteers to help us develop a complete kindergarten curriculum. Our group of volunteers grew each year until finally in 2008 the team had expanded to over 150 teachers in 50 schools with over 5000 students, and may now be one of the largest volunteer efforts of its kind in the world.

In June of 2009, Starfall's complete *Kindergarten Reading and Language Arts Curriculum* was released. The program incorporates phonemic awareness, systematic phonics, vocabulary, fluency, and comprehension in a way that develops feelings of wonderment and play rather than through rote learning. English language learners and struggling readers learn alongside their peers. The Starfall program is now offered to schools at an extremely low price, and the Starfall curriculum meets or exceeds most state standards.

In June of 2009, we launched a new "sister" website, **more.Starfall.com**. This site supports all of the content in the *Starfall Kindergarten Reading and Language Arts Curriculum*, and works equally well as a stand-alone site. This is supported by members who pay a modest fee to join. Memberships for schools are available at a low cost.

Starfall 
Kindergarten

Where children have fun learning to read!