

# Starfall<sup>®</sup> Kindergarten

## Standards and Common Core

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# Starfall's Reading and Language Arts Standards and Benchmarks

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 5.) 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

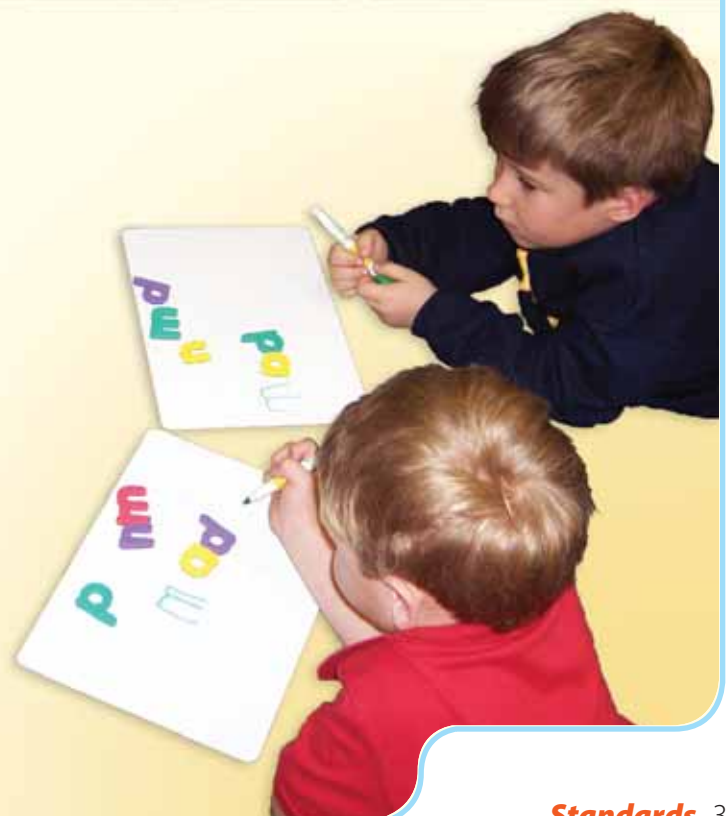
- c. Read automatically a small set of high-frequency words
- d. Read familiar kindergarten-level texts at the emergent level
- e. Read previously taught grade-level text with appropriate expression

## 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

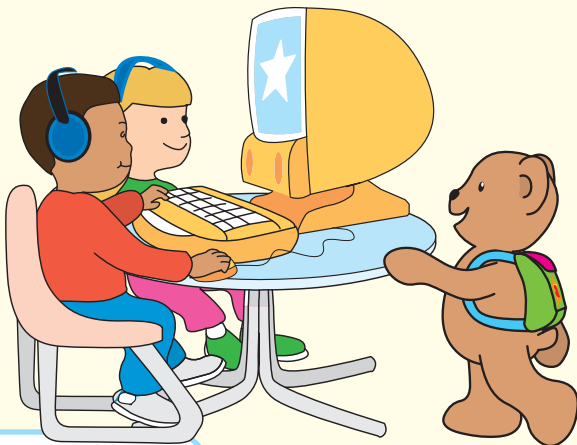


## Writing

### 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 (CCSS.ELA-LITERACY.)

### Common Core Standards

### Starfall Equivalent

<i>Key Ideas and Details</i>		
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	<b>Comprehension, 5.h</b> Ask and answer questions about essential elements of a text.
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details.	<b>Comprehension, 5.d</b> Retell familiar stories. <b>Comprehension, 5.f</b> Identify sequence of events in story.
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.	<b>Comprehension, 5.e</b> Demonstrate an understanding of story elements (e.g. beginning, middle, end, characters, details and setting)
<i>Craft and Structure</i>		
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.	<b>Vocabulary, 4.a</b> Use new vocabulary that is introduced and taught directly.
<b>RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).	<b>Literary Response &amp; Analysis, 7.c</b> Identify familiar literary forms (e.g. fairy tales, nursery rhymes, fables, etc).
<b>RL.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>Concepts of Print, 1.a</b> Identify the front cover, back cover, title, author and/or illustrator. <b>Comprehension, 5.g</b> Identify the author's purpose as stated in the text.
<i>Integration of Knowledge and Ideas</i>		
<b>RL.K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>Comprehension, 5.a</b> Use pictures and context to make predictions about story content.
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>Literary Response &amp; Analysis, 7.g</b> Compare/contrast a variety of literary works and multiple versions of the same story.
<i>Range of Reading and Level of Text Complexity</i>		
<b>RL.K.10</b>	With prompting and support, ask and answer questions about key details in a text.	<b>Comprehension, 5.h</b> Ask and answer questions about essential elements of a text.

## READING STANDARDS FOR INFORMATIONAL TEXT (CCSS.ELA-LITERACY.)

### Common Core Standards

### Starfall Equivalent

<b>Key Ideas and Details</b>		
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text	<b>Literary Response &amp; Analysis, 7.b</b> Identify the purpose of nonfictional text
<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of the text	<b>Literary Response &amp; Analysis, 7.f</b> Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	<b>Literary Response &amp; Analysis, 7.g</b> Compare/contrast a variety of literary works and multiple versions of the same story <b>Listening &amp; Speaking, 9.e</b> Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding <b>Listening &amp; Speaking, 9.f</b> Comprehend the wide array of informational text that is part of our day to day experiences
<b>Craft and Structure</b>		
<b>RI.K.4</b>	Ask and answer questions about unknown words in a text.	<b>Vocabulary, 4.a</b> Use new vocabulary that is introduced and taught directly. <b>Vocabulary, 4b</b> Relate new vocabulary to prior knowledge.
<b>RI.K.5</b>	Identify the front cover, back cover, and title page of a book.	<b>Print Concepts, 1a</b> Identify the front cover, back cover, title, author and/or illustrator.
<b>RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>Concepts of Print, 1.a</b> Identify the front cover, back cover, title, author and/or illustrator. <b>Comprehension, 5.g</b> Identify the author's purpose as stated in the text.
<b>Integration of Knowledge and Ideas</b>		
<b>RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>Literary Response &amp; Analysis, 7.e</b> Describe how illustrations contribute to the text.
<b>RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.	<b>Comprehension, 5.a</b> Identify the author's purpose as stated in the text.
<b>RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Literary Response &amp; Analysis, 7.g</b> Compare/contrast a variety of literary works and multiple versions of the same story.
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.	<b>Comprehension, 5.b</b> Connects to life experiences the information and events in texts. <b>Comprehension, 5.b</b> Make text to self, text-to-text, and/or text-to-world connections. <b>Comprehension, 5.i</b> Answer questions about the text using creative and critical thinking strategies.

# READING STANDARDS: FOUNDATIONAL SKILLS (CCSS.ELA-LITERACY.)

Common Core Standards

Starfall Equivalent

## Print Concepts

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

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

## Phonological Awareness

### RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

## Phonics and Word Recognition

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

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

## Fluency

<b>RF.K.4</b>	Read emergent-reader texts with purpose and understanding.	<b>Fluency, 6.d</b>	Read familiar kindergarten-level texts at the emergent level.
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## WRITING STANDARDS (CCSS.ELA-LITERACY.)

### Common Core Standards

### Starfall Equivalent

#### Text Types and Purposes

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

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

**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.

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

**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**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

**W.K.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.

**W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

#### Research to Build and Present Knowledge

**W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**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).

**W.K.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 (CCSS.ELA-LITERACY.)

Common Core Standards

Starfall Equivalent

## Comprehension and Collaboration

<p><b>SLK.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>		
<p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><b>Listening &amp; Speaking, 9.b</b></p>	<p>Communicate effectively when sharing ideas, relating experiences, and retelling stories heard.</p>
<p><b>b.</b> Continue a conversation through multiple exchanges.</p>	<p><b>Listening &amp; Speaking, 9.b</b></p>	<p>Communicate effectively when sharing ideas, relating experiences, and retelling stories heard.</p>
<p><b>SLK.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>Comprehension, 5.h</b></p>	<p>Ask and answer questions about essential elements of a text.</p>
<p><b>SLK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>Comprehension, 5.i</b></p>	<p>Answer questions about text using creative and critical thinking strategies.</p>

## Presentation of Knowledge and Ideas

<p><b>SLK.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>Listening &amp; Speaking, 9.c</b></p>	<p>Describe people, places, things (e.g., size, color, shape), locations, and actions.</p>
<p><b>SLK.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>Writing, 8.c</b></p>	<p>Draw pictures about ideas generated from stories read aloud or generated through class discussion.</p>
<p><b>SLK.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Listening &amp; Speaking, 9.b</b></p>	<p>Communicate effectively when sharing ideas, relating experiences, and retelling stories heard.</p>



# LANGUAGE STANDARDS (CCSS.ELA-LITERACY.)

## Common Core Standards

## Starfall Equivalent

### Conventions of Standard English

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

### Vocabulary Acquisition and Use

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

<b>a.</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing a "duck" is a bird and learning the verb "to duck").	<b>Vocabulary 4.a</b>	Use new vocabulary that is introduced and taught directly.
	<b>Vocabulary 4.b</b>	Relate new vocabulary to prior knowledge.
	<b>Vocabulary 4.c</b>	Understand the meaning of words, and that some words have multiple meanings.
<b>b.</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.	—	

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

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

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to text.

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