Waterford
CURRICULUM

CURRICULUM
Correlation

Waterford Reading

100%

English Language Arts Common Core Standards

TABLE OF CONTENTS

OVERVIEW

This document provides a detailed correlation of WATERFORD READING *to* ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS.

WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for early learners.

Waterford Early Learning is a technology-based early reading, math, and science program with integrated assessments and teacher resources.

Waterford Reading is a comprehensive, adaptive reading curriculum designed to help each student become a fluent reader. Waterford Reading incorporates five essential reading strands: phonological awareness, phonics, comprehension and vocabulary, language concepts, and fluency.

Following an extensive review, Waterford Reading received CASE endorsement in 2016. The Council of Administrators of Special Education (CASE) is an international educational organization affiliated with the Council for Exceptional Children.

Waterford Math & Science provides young learners comprehensive instruction in the major areas of early math: numbers and operation, algebraic reasoning, geometry and measurement, and data analysis. The integrated science curriculum emphasizes exploration and the scientific method while teaching earth, life, and physical science.

EVIDENCE-BASED CURRICULUM

Waterford curriculum has been formally [evaluated in dozens of studies](#). In each study, Waterford classrooms outperform comparison-group classes in most, if not all, of the examined measures. In particular, Waterford stands out for providing significant learning gains for at-risk students and English Language Learners.

STUDENT-CENTERED LEARNING

Waterford's student-centered, personalized learning software adapts automatically to give each student a unique learning experience tailored to his or her own skill level and pace.

Placement Assessment: Students begin their experience with a Placement Assessment. Based on rigorous research, the Placement Assessment evaluates a student's abilities and determines an appropriate starting point.

Adaptive, Individualized Learning: Waterford provides a mastery-based curriculum. As such, Waterford automatically provides instruction, remediation, and review to support students toward mastery of learning objectives based on student performance in ongoing assessment.

Data-Informed Instruction: Administrators and teachers can also use the program's rich reporting features to monitor progress in real-time, to identify areas of difficulty, and to utilize additional intervention tools in varied instructional settings.

TEACHER RESOURCES

With resources available in the Waterford Manager, thousands of online activities are available for teachers to use with an interactive whiteboard or projector. This flexible tool for blended learning increases teachers' instructional efficacy. [Teachers can easily deliver engaging lessons](#) aligned to their own pacing guide, core curriculum, or state standards.

For preK teachers looking for daily lesson plans, a complete curriculum comprised of seven thematic units is available for download in the Waterford Manager.

CORRELATION DESCRIPTION

This document correlates state standards to Waterford resources. Waterford resources include

- **Digital Resources:** Engaging, evidence-based online activities that are presented to students during their individualized instruction. These activities are also available for collaborative instruction in Classroom Advantage.

- **Print, PDF, and Internet Resources:** Teacher guides, Waterford Manager teacher PDFs, hundreds of student books and songs, family engagement activities, newsletters and more complement Waterford's extensive digital resources.

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford is continually developing their programs with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

SUPPORT

Professional Services offers a continuum of customizable services. Learn more [here](#).

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
KINDERGARTEN		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	• Describe Characters • Find an Answer • Sum Up, Five Ws • Look at Details	• Key details.pdf: With prompting and support, ask and answer questions about key details in a text. – 49 stories with discussion questions to build comprehension
RL.K.2. With prompting and support, retell familiar stories, including key details.	• Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Look at Details • Picture Clues • What Comes Next? • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Story retelling.pdf: With prompting and support, retell familiar stories, including key details. – 11 stories with discussion ideas to build comprehension
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	• Describe Characters • Look at Details • Sum Up, Five Ws • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. – 21 stories with discussion questions to build comprehension
Craft and Structure		
RL.K.4. Ask and answer questions about unknown words in a text.	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration. • Vocabulary Instruction	

* Waterford Teacher Resources are available for download in
  the Waterford Manager (https://manager.waterford.org/).

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure *continued*		

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	• Read with Me Books
	• Sing a Rhyme Songs/Books
	• Decodable Books
	  (See titles at end of document.)
	• Picture Story
		• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems).
		  – Lost Socks
		  – Lumpy Mush
		  – Three Little Kittens
		  – The Alligator in the Library
		  – Garden Visitors

RL.K.6. With prompting and support, name the author and the illustrator of a story and define the role of each in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.
	• Print Directionality Introduction
		• Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
		  – Andy's Adventures
		  – Rex Is In a Fix
		  – Little Monkey

Integration of Knowledge and Ideas		
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear. (e.g., what moment in a story an illustration depicts).	• Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story	• Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. – 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess
8. (Not applicable to literature)		

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• Compare Characters	• Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
		  – My Super Sticky Sandwich and Lumpy Mush
		  – Lost Socks and Play Ball
		  – At Camp and Family Vacation

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
RL.K.10. Actively engage in group reading activities with purpose and understanding.		• Group reading activities.pdf: All activities, provide opportunities for engagement in group reading. – Key details – Story retelling – Identify story elements – Types of text – Author and illustrator – Relationship between picture and story – Compare and contrast
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	• Build Knowledge • Informational Books (See titles at end of document.) • Find an Answer • Sum Up, Five Ws • Look at Details	• Key details.pdf: With prompting and support, ask and answer questions about key details in a text. – Seeing Fingers – What Is a Cloud? – Legs
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	• Informational Books (See titles at end of document.) • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Look at Details • Picture Clues • What Comes Next?	• Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. – Seeing Fingers – What Is a Cloud? – Legs
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm • Connect to Me • Build Knowledge	• Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. – How to Grow a Garden – Think With Me – Growing Flowers

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	
RI.K.5. Identify the front cover, back cover, and title page of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. • Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm	• Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. – Fawn Eyes – What Is a Cloud? – Legs
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. • Informational Books (See titles at end of document.) • Print Directionality Introduction	• Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. – Fawn Eyes – What Is a Cloud? – A Story In the Snow
Integration of Knowledge and Ideas		
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	• Picture Clues • Words Tell About the Pictures • Informational Books (See titles at end of document.) • Peek at the Story	• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. – Opposites – Watch the Wooly Worm – A Story in the Snow
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	• Book: What Is a Cloud?	• Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. – How to Grow a Garden – Think With Me
RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Books: Garden Visitors and Creepy Crawlers	• Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. – How to Grow a Garden – Growing Flowers – Think With Me

ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
RI.K.10. Actively engage in group reading activities with purpose and understanding.	• Informational Books (See titles at end of document.)	• Group reading activities.pdf: All reading activities provide opportunities for engagement in group reading. – Key details – Identify main topic – Connection between events – Parts of a book – Identifying the author and illustrator – Relating pictures and text – Supporting ideas with reason – Find the similarity between two texts
READING STANDARDS FOR FOUNDATIONAL SKILLS		
Print Concepts		
RF.K.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.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. • Print Concepts • Print Directionality • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)	• Follow words.pdf: Follow words from left to right, top to bottom, and page by page. – Print Directionality
RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	• Letters Make Words • Picture Story • Look, Listen, and Match	• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. – Map Text to Speech 1 – Map Text to Speech 2
RF.K.1c. Understand that words are separated by spaces in print.	• Print Concepts • Look, Listen, and Match	• Understanding spaces in print.pdf: Understand that words are separated by spaces in print. – Print Concepts

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Print Concepts *continued*		
RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.	• ABC Songs • Alphabet Review • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • What's Your Name?	• Upper and lower case letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. – Writing Practice (Aa-Zz)
Phonological Awareness		

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  a. Recognize and produce rhyming words.
	• Rhyme
	• Rhyme Match
	• Finish the Picture
	• One Doesn't Rhyme
	• Rhyming Words song
	• Sing a Rhyme Songs/Books
	  (See titles at end of document.)
		• Rhyming words.pdf: Recognize and produce rhyming words.
		  – Change the Rhyme
		  – Rhyming Riddles
		  – Down by the Bay
		  – Rhyme Match
		  – Rhyming Bingo
		  – Sound Sense Cards

RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.	• Syllable • Syllable Safari • Take Away Syllables	• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. – Segmenting Syllables
RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.	• Blend Onset/Rime • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Every Sound • Blend Individual Phonemes • Find the Picture	• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. – Segmenting Syllables

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness *continued*		

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	• Initial Sounds
	• Right Initial Sound
	• Final Sound
	• Right Final Sound
	• Where is the Sound?
	• Stick 'n' Spell
		• Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).
		  – Segmenting
		  – Sound Sense Playing Cards

RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound	
Phonics and Word Recognition		
RF.K.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 many of the most frequent sounds for each consonant.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound?	

RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	• Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song
	• Letter Sound Songs
	• Sound Room
	• Letter Sound
	• Name That Letter Sound
	• Choose a Sound
		• Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.
		  – Phonics and Word Recognition
		  – Long and Short Vowel Cards

RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	• Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition *continued*		
RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	• Rhyme • One Doesn't Rhyme • Finish the Picture • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Choose a Sound • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Where is the Sound?	
Fluency		

RF.K.4. Read emergent-reader texts with purpose and understanding.	• Read with Me Books
	• Sing a Rhyme Songs/Books
	• Decodable Books
	• Informational Books
	  (See titles at end of document.)
		• Reading check.pdf: Read emergent-reader texts with purpose and understanding.
		  – Decodable Books: A Mat, Lil, Nan and the Ham, The Hat

WRITING STANDARDS		
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…).	Waterford encourages everyone to have writing and art materials available for children's creations. • Dots, Lines, and Circles • Letter Picture Writing	• Writing with opinions.pdf: 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…). – Write With Me

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.	Waterford encourages everyone to have writing and art materials available for children's creations.
	• Dots, Lines, and Circles
	• Letter Picture Writing
		• Writing with facts.pdf: 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.
		  – Fawn Eyes
		  – A Story in the Snow

ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes *continued*		
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.	Waterford encourages everyone to have writing and art materials available for children's creations. • Dots, Lines, and Circles • Letter Picture Writing	• Writing narratives.pdf: 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. – The Germs – Lumpy Mush
Production and Distribution of Writing		
4. Begins in grade 3.		
W.K.5. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.		• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. – Family Vacation Creative Writing
W.K.6. With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice, Word Processor activities.	
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).		• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). – Think and Write Activity – I Go… – At Camp – Together – Opposites
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Connect to Me • Step Into the Story • Find an Answer • Build Knowledge	• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. – Andy's Adventures – At Camp – I Go… – Together – Opposites

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge *continued*		
9. Begins in grade 4.		
Range of Writing		
10. Begins in grade 3.		
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 　a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Waterford Reading contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. 　– My Favorite Things • Speaking and listening.pdf: Follow agreed-upon rules for discussions. 　– Speaking and Listening—Taking Turns
SL.K.1b. Continue a conversation through multiple exchanges.		• Conversation building.pdf: Continue a conversation through multiple exchanges. 　– Speaking and Listening—Taking Turns
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		• Clarifying information.pdf: 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. 　– My Super Sticky Sandwich 　– Ooey, Gooey Mud 　– The Alligator in the Library 　– Lost Socks 　– Moving Day 　– Mine

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration *continued*		
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Science Investigation	• Clarifying information.pdf: 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. – My Super Sticky Sandwich – Ooey, Gooey Mud – The Alligator in the Library – Lost Socks – Moving Day – Mine
Presentation of Knowledge and Ideas		
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.	• Look At Details	• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. – My Favorite Things
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Waterford encourages everyone to have writing and art materials available for children's creations.	• Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. – My Favorite Things
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.		• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. – My Favorite Things
LANGUAGE STANDARDS		
Conventions of Standard English		
L.K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	• Letter Pictures • Letter Picture Writing • Distinguish Letters • Similarities and Differences in Letters • Alphabet Review	• Printing upper- and lowercase.pdf: Print many upper and lowercase letters. – Capital Letter Formation – Lowercase Letter Formation – Block Letter – Letter Picture Handwriting
L.K.1b. Use frequently occurring nouns and verbs.	• Songs: Nouns; Verbs • Nouns • Verbs	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English *continued*		
L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	• Songs: Nouns; More Than One • Nouns • Plural Nouns	
L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	• Sum Up, Five Ws	
L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	• Song: Preposition Ship	• Prepositions.pdf: Use frequently occurring prepositions. – Prepositions
L.K.1f. Produce and expand complete sentences in shared language activities.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. – Making Up Sentences

L.K.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.
	• Song: What Is a Sentence?
	• Sentences
		• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I.
		  – I Like Kites Punctuation

L.K.2b. Recognize and name end punctuation.	• Songs: What Is a Sentence?; Sentence Marks • Sentence Marks	• Punctuation.pdf: Recognize and name end punctuation. – I Like Kites Punctuation

L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	• Letter Sound Songs
	• Letter Sound
	• Letter Sound Screening
	• Sound Room
	• Letter Pictures
	• Letter Picture Writing
	• Name That Letter Sound
	• Choose a Sound
	• Where Is the Sound?
		• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
		  – Capital Letter Formation
		  – Lowercase Letter Formation
		  – Block Letter
		  – Letter Picture Handwriting

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English *continued*		

L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Letter Sound Songs
	• Letter Sound
	• Letter Sound Screening
	• Sound Room
	• Letter Pictures
	• Letter Picture Writing
	• Name That Letter Sound
	• Choose a Sound
	• Barnyard Bash
		• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
		  – Spelling by Sound Activity
		• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
		  – Spelling by Sound Activity

Knowledge of Language		
3. Begins in grade 2.		
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.
  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately.
		  – One Word, Two Meanings

L.K.4b. 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.	• Song: More Than One • Plural Nouns	• Frequently occurring inflections and affixes.pdf: 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. – Affixes and Inflections

L.K.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.
	• Sort
	• Make Comparisons
	• Look at Details
		• Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent.
		  – Object Sort

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use *continued*		
L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	• Song: Verbs • Book: Opposites • Opposites • Verbs	• Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). – Guess the Opposite
L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		• Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). – Make Connections
L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		• Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. – Shades-of-Meaning Charades
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to and to respond to texts. • Vocab Introduction • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.)	

ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE ONE		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		

RL.1.1. Ask and answer questions about key details in a text.	• Recall Details
	• Ask a Question
	• Sum Up, Five Ws
	• Traditional Tales
	(See titles at end of document.)
		• Key details.pdf: Ask and answer questions about key details in a text.
		  – The Three Little Pigs
		  – Anansi and the Seven Yarn Hills
		  – Mr. Lucky Straw

RL.1.2a. Retell stories, including key details.	• Recall Details
	• Sum Up, Remember Order
	• Sum Up, Five Ws
	• Traditional Tales
	(See titles at end of document.)
		• Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		  – The Three Little Pigs
		  – Mr. Lucky Straw

RL.1.2b. Recognize and understand the central message or lesson.	• Recall Details
	• Sum Up, Five Ws
	• Traditional Tales
	(See titles at end of document.)
		• Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		  – The Three Little Pigs
		  – Mr. Lucky Straw

RL.1.3. Describe characters, settings, and major events in a story, using key details.	• Describe Characters • Compare Characters • Sum Up, Remember Order • Sum Up, Five Ws • Traditional Tales (See titles at end of document.)	• Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. – The Three Little Pigs
Craft and Structure		

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	• Traditional Tales
	• Informational Books
	(See titles at end of document.)
		• Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		  – Lizard and the Painted Rock
		  – The Big Mitten
		  – The City and the Country Mouse
		  – La Tortuga
		  – The Shoemaker and the Elves
		  – The Brothers
		  – The Ugly Duckling

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure *continued*		

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	• Traditional Tales
	• Informational Books
	  (See titles at end of document.)
		• Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
		  – Text Type Activity—Narrative Text
		  – Text Type Activity—Informational Text
		  – How to Grow a Garden

RL.1.6. Identify who is telling the story at various points in a text.	• Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves	• Who is telling the story.pdf: Identify who is telling the story at various points in a text.
		  – Who Is the Speaker?
		  – The Brothers
		  – The City Mouse and the Country Mouse
		  – Mr. Lucky Straw

Integration of Knowledge and Ideas		

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	• Describe Characters
	• Recall Details
	• Sum Up, Five Ws
	• Sum Up, Remember Order
	• Traditional Tales
	  (See titles at end of document.)
	• Peek at the Story
		• Describe the story.pdf: Use illustrations and details in a story to describe its characters, setting, or events.
		  – The Gingerbread Man
		  – The Little Red Hen
		  – The City Mouse and the Country Mouse
		  – The Brothers

8. (Not applicable to literature)		

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	• Describe Characters
	• Compare Characters
	• Traditional Tales
	  (See titles at end of document.)
		• Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories.
		  – The City Mouse and the Country Mouse

Range of Reading and Level of Text Complexity		
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	• Build Knowledge • Imagine Beyond • Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		

RI.1.1. Ask and answer questions about key details in a text.	• Recall Details
	• Ask a Question
	• Sum Up, Five Ws
	• Informational Books
	(See titles at end of document.)
		• Key details_1.pdf: Ask and answer questions about key details in a text.
		  – Water Is All Around
		  – Animal Bodies
		  – I Wish I Had Ears Like a Bat
		  – I Want to be a Scientist Like Jane Goodall
		  – I Want to be a Scientist Like George Washington Carver
		  – I Want to be a Scientist Like Wilbur and Orville Wright

RI.1.2. Identify the main topic and retell key details of a text.	• Recall Details
	• Informational Books
	(See titles at end of document.)
		• Identifying the main topic.pdf: Identify the main topic and retell key details of a text.
		  – Water Is All Around
		  – Animal Bodies
		  – I Wish I Had Ears Like a Bat
		  – I Want to be a Scientist Like Jane Goodall
		  – I Want to be a Scientist Like George Washington Carver
		  – I Want to be a Scientist Like Wilbur and Orville Wright

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Connect to Me • Compare Characters • Build Knowledge • Recall Details • Informational Books (See titles at end of document.)	• Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. – Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver
Craft and Structure		

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Waterford Reading provides many activities related to vocabulary acquisition and use. Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
	• Books: Animal Bodies; Star Pictures
		• Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		  – Animal Bodies
		  – Star Pictures

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure *continued*		
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	• Reading Detective (Build Vocabulary)	• Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. – How to Grow a Garden
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• Informational Books (See titles at end of document.)	• Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. – Star Pictures
Integration of Knowledge and Ideas		
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	• Informational Books (See titles at end of document.)	• Finding key information.pdf: Use the illustrations and details in a text to describe its key ideas. – Star Pictures
RI.1.8. Identify the reasons an author gives to support points in a text.	• Informational Books (See titles at end of document.)	• Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text. – How to Grow a Garden
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Informational Books (See titles at end of document.)	• Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic. – How to Grow a Garden – Growing Flowers
Range of Reading and Level of Text Complexity		
RI.1.10. With prompting and support read informational texts appropriately complex for grade 1.	• Informational Books: Water Is All Around; Animal Bodies; Star Pictures;I Want to Be a Scientist Like Jane Goodall;I Want to Be a Scientist Like George Washington Carver;I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat	• Informational reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1. – Water Is All Around – Animal Bodies – I Wish I Had Ears Like a Bat – I Want to Be a Scientist Like Jane Goodall – I Want to Be a Scientist Like George Washington Carver – I Want to Be a Scientist Like Wilbur and Orville Wright

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS FOR FOUNDATIONAL SKILLS		
Print Concepts		

RF.1.1. Demonstrate understanding of the organization and basic features of print.
    a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	• Songs: What Is a Sentence?; Capital Letters; Sentence Marks
	• Sentences
	• Sentence Marks
	• Edit Capitals
		• Sentence features.pdf: Recognize the distinguishing features of a sentence.
		    – Sentence Strips
		    – Language Concepts

Phonological Awareness		

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    a. Distinguish long from short vowel sounds in spoken single-syllable words.
	• Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse
	• Letter Sound
	• Name That Sound
		• Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words.
		    – Phonics and Word Recognition
		    – Long and Short Vowel Cards

RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	• Song: Consonants Together
	• Blend Individual Phonemes
	• Blend Onset/Rime
	• Blending
	• Blend Every Sound
	• Blending Dragon
	• Blending Riddles
	• Word Blending
	• Find the Picture
	• Stick 'n' Spell
	• Spell and Blend
		• Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.
		    – Blending: Onset-Rime
		    – Phoneme Blending
		    – Sound Sense Bingo Cards

RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	• Initial Sound
	• Right Initial Sound
	• Final Sound
	• Right Final Sound
	• Stick 'n' Spell
	• Letter Sound
	• Say and Trace
	• Sound Room
	• Where Is the Sound?
		• Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
		    – Segmenting: First Phoneme
		    – Segmenting: Last Phoneme
		    – Phoneme Categorization
		    – Sound Sense Playing Cards

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness *continued*		

RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	• Phoneme Segmentation	• Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.
		  – Counting Individual Phonemes
		  – Phoneme Segmentation
		  – Sound Sense Playing Cards

Phonics and Word Recognition		

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Know the spelling-sound correspondences for common consonant digraphs.
	• Songs: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip, Chop; Where is a Whale?
	• Word Mastery
	• Sound Room-Digraphs
	• Pattern Hunt
	• Spell and Blend
	• Name That Sound
	• Word Pattern Spelling
	• Letter Sound Screening
	• Word Blending
	• Say and Trace
		• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.
		  – Scope and Sequence of Skills
		  – Consonant Blending: -ck, cl-, spl
		  – Pattern Word Blending: -uff
		  – Pattern Word Blending: -ash
		  – Sounds Fun!

RF.1.3b. Decode regularly spelled one-syllable words.	• Songs: Consonants Together; Sneaky Magic E; C and G; Key Words
	• Word Mastery
	• Letter Sound
	• Name That Sound
	• Watch Me Read
	• Key Word Match
	• Pattern Hunt
	• Spell and Blend
	• Word Construction
	• Word Pattern Spelling
	• Say and Trace
		• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.
		  – Readable Books/Letter Patterns Activities Chart
		  – Pattern Word Blending
		  – Consonant Blending
		  – Pattern Word Building
		  – Digraphs:-tch, ch
		  – Pattern Word Games
		  – Reading Tricks
		  – Word Building Activity
		  – Letter Cards
		  – Key Word Cards
		  – Unit Worksheets

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition *continued*		

RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds.	• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side
	• Key Word Match
	• Word Construction
	• Word Pattern
	• Pattern Hunt
	• Word Blending
	• Word Mastery Games
	• Mystery Words
	• Watch Me Read
		• Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.
		  – Scope and Sequence of Skills
		  – Pattern Word Building
		  – Word Study Introduction
		  – Spelling

RF.1.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	• Song: Compound Words • Syllables • Syllable Safari • Compound Words • Watch Me Read	• Relationship of vowel to syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. – Syllable Segmentation

RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.	• Song: Compound Words
	• Compound Words
	• Syllables
	• Syllable Safari
	• Take Away Syllables
	• Watch Me Read
		• Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.
		  – Reading Trick: Key Word Match
		  – Reading Trick: Pattern Hunt
		  – Reading Trick: Mystery Word

RF.1.3f. Read words with inflectional endings.	• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare
	• The Three Sounds of -ED
	• Suffixes
	• Comparatives
		• Inflectional endings.pdf: Read words with inflectional endings.
		  – Pattern Word Building: Double the Letter
		  – Language Concept: Plural Nouns

RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.	• Readable Books
	• Traditional Tales
	(See titles at end of document.)
	• Word Mastery
	• Power Words
	• Spelling Scramble
		• Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words.
		  – Say, Spell, Write
		  – Power Word Cards

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency		

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  a. Read on-level text with purpose and understanding.
	• Reading Tutorial
	• Readable Books
	• Traditional Tales
	  (See titles at end of document.)
	• Expression Instruction
	• Fluency Speed
		• Reading check.pdf: Read on-level text with purpose and understanding.
		  – Books Chart

RF.1.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Reading Tutorial
	• Readable Books
	• Traditional Tales
	  (See titles at end of document.)
	• Expression Instruction
	• Fluency Speed
		• Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  – Readable Books Chart
		  – Repeated Readings
		  – Fluency Check Sheets

RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Song: Look for a Clue • Rusty and Rosy's Clues • Mystery Words • Use a Clue • Watch Me Read	• Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Use-a-clue
WRITING STANDARDS		
Text Types and Purposes		
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	• Play and Practice Tutorial • Play and Practice, Word Processor	• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. – Opinion Writing Activities
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	• Play and Practice Tutorial • Play and Practice, Word Processor	• Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. – Topical Writing Activities
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	• Play and Practice Tutorial • Play and Practice, Word Processor	• Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. – Narrative Writing Activities

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing		
4. Begins in grade 3.		
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		• Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. – The Writing Process (including Proofreading Chart)
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Waterford Early Learning includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice, Word Processor activities.	
Research to Build and Present Knowledge		
W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).		• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). – The Writing Process (including Proofreading Chart)
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Connect to Me • Build Knowledge	• Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). – The Writing Process (including Proofreading Chart)
9. Begins in grade 4.		
Range of Writing		
10. Begins in grade 3.		

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
		• Class discussion.pdf: Follow agreed-upon rules for discussions.
		  – Discussion Rules Activity

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		• Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. – Discussion Rules Activity
SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.	• Ask a Question • Recall Details	• Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. – Discussion Rules Activity

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Ask a Question
	• Recall Details
	• Sum Up, Five Ws
		• Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		  – The Three Little Pigs
		  – Anansi and the Seven Yarn Hills
		  – Mr. Lucky Straw

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	• Ask a Question • Recall Details	• Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. – Ask and Answer Activity
Presentation of Knowledge and Ideas		
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	• Look at Details	• Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. – Ask and Answer Activity

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas *continued*		
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing and art materials available for children's creations.	• Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. – Visual Aids and Recording Activity

SL.1.6. Produce complete sentences when appropriate to task, audience, and situation.	• Song: What Is a Sentence?	• Sentence production.pdf: All activities in Speaking and Listening provide opportunities to practice producing complete sentences.
		  – Class discussion
		  – Conversation building
		  – Ask questions
		  – Key details
		  – Gathering additional information through questions
		  – Use relevant details to express ideas and feelings
		  – Expressing ideas through pictures

LANGUAGE STANDARDS		
Conventions of Standard English		

L.1.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  a. Legibly print all upper- and lowercase letters.
	• Letter Pictures
	• Letter Picture Writing
		• Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters.
		  – Letter Picture Handwriting (Aa-Zz)

L.1.1b. Use common, proper, and possessive nouns.	• Songs: Apostrophe Pig; Nouns
	• Nouns
	• Possessive Nouns
		• Nouns.pdf: Use common, proper, and possessive nouns.
		  – Skill Builder Song: "Nouns"
		  – Nouns

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	• Songs: More Than One; Nouns; What Is a Sentence?
	• Nouns
	• Plural Nouns
	• Verbs
		• Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.
		  – Plural Nouns
		  – Verbs and Nouns
		  – Verb Endings

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	• Song: Pronouns • Pronouns	• Pronouns.pdf: Use personal, possessive, and indefinite pronouns. – Pronouns

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English *continued*		
L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	• Song: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs	• Verbs.pdf: Use verbs to convey a sense of past, present, and future. – Verbs

L.1.1f. Use frequently occurring adjectives.	• Song: Adjectives Describe
	• Adjectives
		• Adjectives.pdf: Use frequently occurring adjectives.
		  – Who Am I?
		  – Adjectives

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).		• Conjunctions.pdf: Use frequently occurring conjunctions. – Conjunctions
L.1.1h. Use determiners (e.g., articles, demonstratives).		• Determiners.pdf: Use determiners. – Determiners
L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).	• Song: Preposition Ship	• Prepositions.pdf: Use frequently occurring prepositions. – Preposition

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	• Song: What Is a Sentence?; Sentence Marks
	• Sentences
	• Sentence Marks
		• Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
		  – Types of Sentences
		  – Skill Builder Song

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Capitalize dates and names of people.
	• Songs: Capital Letters (Proper Nouns)(Days)
	• Edit Capitals
	• Edit Calendar Capitals
		• Capitalization.pdf: Capitalize the dates and names of people.
		  – Capitalization

L.1.2b. Use end punctuation for sentences.	• Song: What Is a Sentence?; Sentence Marks
	• Sentences
	• Sentence Marks
	• Edit End Punctuation
		• Punctuation.pdf: Use end punctuation for sentences.
		  – A Closer Look
		  – What's My Sentence?
		  – Sentence Strips
		  – Punctuation
		  – Sentences

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English *continued*		
L.1.2c. Use commas in dates and to separate single words in a series.	• Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks • Edit Commas • Sentence Marks	• Commas.pdf: Use commas in dates and to separate single words in a series. – Commas
L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	• Song: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble	

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• Letter Sound
	• Spelling Scramble
	• Spell and Blend
	• Word Blending
	• Word Pattern
	• Say and Trace
	• Word Pattern Spelling
		• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.
		  – Scope and Sequence of Skills
		  – Consonant Blending: -ck, cl-, spl
		  – Pattern Word Blending: -uff
		  – Pattern Word Blending: -ash
		  – Sounds Fun!

Knowledge of Language		
3. Begins in grade 2.		
Vocabulary Acquisition and Use		

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
  a. Use sentence-level context as a clue to the meaning of a word or phrase.
	• Song: Look for a Clue
	• Books: Animal Bodies; Star Pictures
	• Use a Clue
	• Rusty and Rosy's Clues
	• Readable Books
	  (See titles at end of document.)
		• Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		  – Animal Bodies
		  – Star Pictures
		• Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.
		  – Can Matilda Get the Cheese?
		  – What Is in the Tree?
		  – Will You Play with Me?

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use *continued*		
L.1.4b. Use frequently occurring affixes (prefixes and suffixes) as a clue to the meaning of a word.	• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Double the Fun • Prefixes • Suffixes	• Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. – Affixes and Inflections
L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	• Song: Tricky Y to I • Change Y to I	• Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms. – Affixes and Inflections
L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	• Book: The Birds, the Beast, and the Bat • Sort	• Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. – Sorting Objects
L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		• Defining words.pdf: Define words by category and by one or more key attributes. – Sorting Objects
L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	• Connect to Me • Readable Books (See titles at end of document.)	• Identify real-life connections.pdf: Identify real-life connections between words and their use. – Making Connections
L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	• Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs	• Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings. – Shades of Meaning: Verbs and Adjectives

ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use *continued*		
L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to and to respond to texts. • Readable Books • Informational Books • Traditional Tales (See titles at end of document.)	
GRADE TWO		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Compare Characters • Map the Story	• Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. – 52 Online books to practice strategies for understanding.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	• Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books (See titles at end of document.) • Sum Up, Remember Order	• Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. – Why Wind and Water Fight – The Snow Lion – How Rivers Began – The Story of Tong and Mai Nhia
RL.2.3. Describe how characters in a story respond to major events and challenges.	• Describe Characters • Compare Characters: Why Wind and Water Fight • Map the Story • Sum Up, Remember Order • Sum Up, Five Ws • Read-Along Books (See titles at end of document.)	• How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges. – What if You Were an Octopus? – Why Wind and Water Fight

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		

RL.2.4. Describe how words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines.) supply rhythm and meaning in a story, poem, or song.	• Books: Bad News Shoes; I Hate Peas; Movin' to the Music
	• Expression: Phrases
		• Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.
		  – Poetry Book 1
		  – Poetry Book 2
		  – Bad News Shoes
		  – Movin' to the Music Time
		  – Winter Snoozers

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• Song: Reading Detective • Sum Up, Remember Order • Map the Story	
Craft and Structure *continued*		
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• Books: Why Wind and Water Fight; Three Billy Goats Gruff • Compare Characters • Expression: Quotations	• Point of view.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. – Story Structure Activity
Integration of Knowledge and Skills		

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• Read-Along Books
	  (See titles at end of document.)
	• Compare Characters
	• Map the Story
	• Sum Up, Remember Order
	• Peek at the Story
	• Check My Guess
		• Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		  – 27 Online books to demonstrate understanding characters, setting, and plot.

8. (Not applicable to literature.)		

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories.) by different authors or from different cultures.	• Compare Characters
	• Read-Along Books
	• Traditional Tales
	  (See titles at end of document.)
		• Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures.
		  – Story Variations Activity

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• Song: Reading Detective • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up, Five Ws • Build Knowledge • Sum Up, Remember Order • Map the Story • Peek at the Story • Check My Guess • Fluency Comprehension	• Reading check.pdf: Read on-level text with purpose and understanding. – 30 Online books with Comprehension Discussion Activities
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Compare Characters
	• Map the Story
	• Sum Up, Remember Order
	• Reading Detective (Peek at the Story/Check My Guess)
	• Informational Books (See titles at end of document.)
		• Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		  – Vocabulary Match: Islands and Volcanoes
		  – Vocabulary Match: Tornadoes

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	• Informational Books (See titles at end of document.)	• Identify the main topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
		  – Great White Bird
		  – The Talking Lizard
		  – Winter Snoozers
		  – The Courage to Learn
		  – The Bee's Secret
		  – Reaching Above

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like…Thomas Edison, Stephen Hawking, Alexander von Humboldt; I Want to Be a Mathematician Like…Sophie Germain, Thales, Archimedes, Ada Byron Lovelace
	• Build Knowledge
		• Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
		  – Louis Braille
		  – Reaching Above
		  – The Courage to Learn
		  – Discovering Dinosaurs

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	• Vocabulary Introduction: Present; Definitions; Matching
	• Books: Your Backyard; Fossils Under Our Feet;I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain;I Want to Be a Scientist Like Thomas Edison;I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi's Perimeter
		• Find the meaning of a word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
		  – Vocabulary Match: Islands and Volcanoes
		  – Vocabulary Match: Tornadoes

Craft and Structure *continued*		
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons.) to locate key facts or information in a text efficiently.	• Reading Detective (Build Vocabulary)	• Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. – How to Grow a Garden • Information vs. story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• Informational Books
	(See titles at end of document.)
		• Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe.
		  – Great White Bird
		  – The Pizza Book
		  – The Piñata Book
		  – The Talking Lizard
		  – The Courage to Learn
		  – The Bee's Secret
		  – Reaching Above

INTEGRATION OF KNOWLEDGE AND SKILLS		
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works.) contribute to and clarify a text.	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book	• Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. – How to Grow a Garden
RI.2.8. Describe how reasons or evidence support specific points the author makes in a text.	• Informational Books (See titles at end of document.)	• Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text. – How to Grow a Garden

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
INTEGRATION OF KNOWLEDGE AND SKILLS *continued*		
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	• Books: Louis Braille and Seeing Fingers	• Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic. – Venn Diagram Activity: Penguins and Falcons
Range of Reading and Level of Text Complexity		
RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• Informational Books: Sound; White-tailed Deer; the Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; The Bee's Secret; Reaching Above; Your Backyard; Fossils Under Our Feet; Water; Inventions All Around;I Want to Be a Scientist Like… Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like… Sophie Germain; Thales; Archimedes; Ada Byron Lovelace	
READING STANDARDS FOR FOUNDATIONAL SKILLS		
Print Concepts		
1. Mastered in grade 1.		
Phonological Awareness		
2. Mastered in grade 1.		
Phonics and Word Recognition		

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse
	• Readable Word Play
	• Guess the Word
	• Mystery Word Pinball
	• Word Recognition
		• Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.
		  – Lesson 1: /ā/
		  – Lesson 2: /ō/
		  – Lesson 3: /ī/
		  – Lesson 3: /ū/
		  – Readable Check Sheets

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition *continued*		
RF.2.3b. Know spelling-sound correspondences for additional common vowel teams.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Make and Spell • All-Star Spelling • Guess the Word • Mystery Word Pinball • Spelling Instruction • Spelling Game • Word Recognition • Spell and Blend • Spelling Scramble	• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. – Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones – Readable Check Sheets
RF.2.3c. Decode regularly spelled two-syllable words with long vowels.	• Word Recognition • Automatic Word Recognition • Power Words • Readable Books • Read-Along Books (See titles at end of document.) • All-Star Spelling	• Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels. – Fluency Check Sheets
RF.2.3d. Decode words with common prefixes and suffixes.	• Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Word Work • Prefixes • Suffixes • Comparatives • Change Y to I	• Prefix and suffix.pdf: Decode words with common prefixes and suffixes. – Lesson 30: Prefixes and Suffixes – Invent a Word: Prefixes – Build a Word: Prefixes – Past Tense Verb – Prefixes – Suffixes
RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.	• Word Work • Word Recognition • Power Words • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell	• Inconsistent words.pdf: Identify words with inconsistent but common spelling-sound correspondences. – Spelling and Sounds Activity

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition *continued*		

RF.2.3f. Recognize and read grade-appropriate irregularly spelled words.	• Read-Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
	• Word Recognition
	• Word Work
	• Power Words
		• Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words.
		  – Lesson 1: /ī/
		  – Lesson 2: /ō/
		  – Lesson 3: /f/
		  – Lesson 4: Irregular Plurals

Fluency		

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
	• Read-Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
		• Reading check.pdf: Read on-level text with purpose and understanding.
		  – 30 Online books to practice reading with purpose and understanding

RF.2.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Expression: Phrases; Quotations; Questions; Pauses; Exclamations
	• Read-Along Books
	• Fluency, Speed, and Comprehension Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
		• Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  – Fluency Check Sheets

RF.2.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Use a Clue
	• Mystery Words
	• Read-Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
		• Using the root word to determine meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		  – Fluency Check Sheets

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING STANDARDS		
Text Types and Purposes		

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also.) to connect opinion and reasons, and provide a concluding statement or section.	• Writing Introduction
	• Word Processor Tutorial
	• Word Processor
	• Prewrite: Word Bank; Title; Mapping
	• First Draft
	• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic
		• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
		  – Bad News Shoes
		  – The Piñata Book
		  – Winter Snoozers

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	• Writing Introduction
	• Word Processor Tutorial
	• Word Processor
	• Prewrite: Word Bank; Title; Mapping
	• First Draft
	• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic
		• Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
		  – Noise? What Noise?
		  – The Pizza Books
		  – Little Tree

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	• Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. – 15 Story examples with suggestions for student writing.
Production and Distribution of Writing		
4. Begins in grade 3.		
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	• Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing *continued*		
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	• Word Processor Tutorial • Word Processor	
Research to Build and Present Knowledge		

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.).		• Collaborative writing.pdf: Participate in shared research and writing projects.
		  – Noise? What Noise?
		  – Discovering Dinosaurs
		  – The Story Cloth
		  – Little Tree

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	• Informational Books
	  (See titles at end of document.)
	• Build Knowledge
	• Step Into the Story
		• Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question.
		  – All on the Same Earth
		  – The Bee's Secret

9. Begins in grade 4		
Range of Writing		
10. Begins in grade 3.		
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		

SL.1.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.).
	Waterford Reading contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
		• Class discussion.pdf: Follow agreed-upon rules for discussions.
		  – Ball Toss Activity

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration *continued*		
SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.		• Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. – Ball Toss Activity
SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.		• Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. – Ball Toss Activity

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	• Read-Along Books
	• Fluency, Speed, and Comprehension Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
	• Build Knowledge
		• Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		  – 45 Online books for listening for key ideas and details

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		• Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. – Ball Toss Activity
Presentation of Knowledge and Ideas		
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	• Step Into the Story	• Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. – Tell a Story Activity
SL.2.5. Create audio recordings of stories or poems with the guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing and art materials available for children's creations.	• Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. – Visual Aids and Recording Activity

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas *continued*		

SL.2.6. Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.	• Song: What Is a Sentence?
	• Sentences
		• Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences.
		  – Class discussion
		  – Conversation building
		  – Ask questions
		  – Key details
		  – Gathering additional information through questions
		  – Story telling
		  – Creating stories

LANGUAGE STANDARDS		
Conventions of Standard English		
L.2.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group.).	• Irregular Plurals	

L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish.).	• Song: Strange Spelling
	• Book: Moose Are Not Meese
	• Irregular Plurals
	• Plural Nouns
		• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns.
		  – Moose are Not Meese
		  – Plural Nouns

L.2.1c. Use reflexive pronouns (e.g., myself, ourselves.) and indefinite pronouns (e.g., anyone, everything.).	• Song: Pronouns • Pronouns	• Reflexive pronouns.pdf: Use reflexive pronouns. – Reflexive Pronouns

L.2.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told.).	• Song: Irregular Verbs
	• Irregular Verbs
		• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs.
		  – Writing About the Past Activity
		  – Irregular Verbs

L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	• Songs: Adverbs; Adjectives Describe
	• Adverbs
	• Adjectives
	• Revise: Add Details; Use Interesting Words
		• Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified.
		  – Treasure Hunt: Adjectives and Adverbs
		  – Simon Says: Verbs, Adverbs and Adjectives
		  – Adjectives
		  – Adverbs

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English *continued*		
L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.).	• Revise: Start Sentences Differently; Add Details; Use Interesting Words	• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. – Change the Sentence
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	• Song: Capital Letters • Edit Capitals	• Capitalization.pdf: Capitalize holidays, product names, and geographic names. – Capitalization
L.2.2b. Use commas in greetings and closings of letters.	• Song: Comma, Comma, Comma • Edit Commas	
L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.	• Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns	• Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. • Contractions – Possessive Nouns
L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil.).	• Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Words • Word Work • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Editing: Check Spelling; Check Tricky Spellings	• Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. – Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones
L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• Reading Detective: Build Vocabulary	• Consulting reference materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. – Vocabulary Dictionary

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Knowledge of Language		
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	Waterford Reading provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	• Uses of English.pdf: Compare formal and informal uses of English. – Tell a Story Activity
Vocabulary Acquisition and Use		
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	• Vocabulary Introduction: Present; Definitions; Matching • Books: Your Backyard; Fossils Under Our Feet;I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain;I Want to Be a Scientist Like Thomas Edison;I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi's Perimeter • Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus • Rusty and Rosy's Clues • Look For a Clue • Use a Clue	• Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. – Can Matilda Get the Cheese? – What Is in the Tree? – Will You Play With Me?
L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell.)	• Song: Put It at the Front; Key Words • Prefixes	• Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. – Invent a Word: Prefixes and Suffixes – Build a Word: Prefixes and Suffixes – Prefixes
L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional.).	• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes	• Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. – Comparatives – Prefixes – Suffixes
L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark.).	• Song: Compound Words; Key Words • Compound Words	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use *continued*		
L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Reading Detective: Build Vocabulary	• Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. – Vocabulary Dictionary

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.
  a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy.).
	• Vocabulary Introduction: Present; Definitions; Matching
	• Song: Adjectives Describe
	• Adjectives
		• Identify real-life connections.pdf: Identify real-life connections between words and their use.
		  – Word Card Activity

L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl.) and closely related adjectives (e.g., thin, slender, skinny, scrawny.).	• Song: Synonym Tree • Synonyms	• Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. – Shades of Meaning Charades
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).	All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to and to respond to texts. • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs	

WATERFORD *Books and Related Activities*

PRE-READING

Sing a Rhyme Songs & Books
The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

Informational Books
Opposites, Pairs, Watch the Woolly Worm

Read with Me Books
Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

Decodable Books
He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

BASIC READING

Traditional Tales
The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

Informational Books
I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

Readable Books (Read or Record)
Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

Readable (Walk-through/Jump-through/Record Titles)
Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam

FLUENT READING

Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

Informational Books

The Pinata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen) Titles

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?

WATERFORD *Family Engagement Resources*

ALBUMS

Beginning Math Songs: Volume 1

Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1–5; Multiply by 0

Nursery Songs and Rhymes

Rhyming Words; A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (Spanish); O: Polly, Put the Kettle On; P: This Little Pig; Q: Quack, Quack, Quack; R: Little Rabbit (Chinese); S: Eensy, Weensy Spider; T: Tortillas, Tortillas (Spanish); U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

Beginning Reading Songs

Comma, Comma, Comma; Homophone Monkey; Antonym Ant; Apples and Bananas; Old MacDonald's Vowels; ABC Show and Tell Sounds; ABC Tongue Twisters; ABC Picture Sounds; Sheep in the Shadows; C-K Rap; S Steals the Z; Blends; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; Verbs that Link; Consonants; Pronouns, Sneaky Magic E; Silent Letters—G-H; Silent Letters—W; Drop Magic E; Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound; Double the Fun; Strange Spelling; More Than One; Reading Detective—Peek at the Story
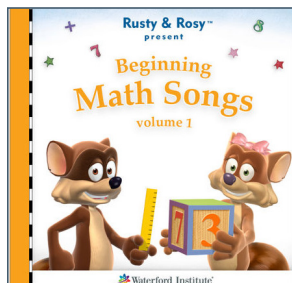
Download these albums and more at iTunes. Search for "Waterford's Rusty & Rosy and Friends."

WEEKLY HOMELINK NEWSLETTERS

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

MATH HOMELINK NEWSLETTERS

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1–10), Order (1–10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11–15, Numbers 16–20

SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

READING HOMELINK NEWSLETTERS

Alphabet Knowledge
Comprehension and Vocabulary

Sum Up: Remember Order
Sum Up: Remember Details
Peek at the Story
Guess and Check
Connect to Me
Build Knowledge

Readiness Skills Letters

Naming parts of the body
First, Next, Last
One-to-One correspondence
Opposites
Look at Details (identify same and different)

Phonological Awareness Letters

What is Rhyming?
Which Words Rhyme?
Sentences Are Made Up of Words
Making Compound Words
Breaking Compound Words
What Is a Syllable?
Put Syllables Together to Make Words
Break Words into Syllables
The First Sound in a Word
Words with the Same First Sound
Making Words from First Sounds and the Rest

MY BACKPACK APP

Mental Math
Read-Alongs
Traditional Tales
Sing-Along Songs
Nursery Rhymes