

# CURRICULUM *Correlation*

*Waterford  
Reading &  
Classroom  
Advantage*

**100%**

*Dynamic  
Indicator of Basic  
Early Literacy  
Skills (DIBELS)*

# TABLE OF CONTENTS



<b>OVERVIEW</b> .....	<b>1</b>
<b>KINDERGARTEN</b> .....	<b>2</b>
Letter Naming Fluency .....	2
First Sound Fluency .....	3
Phoneme Segmentation Fluency .....	4
Nonsense Word Fluency .....	5
<b>FIRST GRADE</b> .....	<b>6</b>
Letter Naming Fluency .....	6
Phoneme Segmentation Fluency (optional) .....	7
Nonsense Word Fluency .....	8
Oral Reading Fluency and Retell Fluency .....	9
<b>SECOND GRADE</b> .....	<b>10</b>
Nonsense Word Fluency .....	10
Oral Reading Fluency and Retell Fluency .....	11
<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> .....	<b>12</b>

# OVERVIEW



## *This document provides a detailed correlation of* WATERFORD READING AND CLASSROOM ADVANTAGE *and* DYNAMIC INDICATOR OF BASIC EARLY LITERACY SKILLS (DIBELS).

**Waterford Reading** is a comprehensive, adaptive reading curriculum designed to help each student develop into a fluent reader.

**Classroom Advantage** puts Waterford's award-winning, comprehensive online reading curriculum at teachers' fingertips for use with whole- and small-group lessons.

Over the years, 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.

### **PERSONALIZED LEARNING FOR STUDENTS**

Students will experience the curriculum listed in this correlation chart based on their individual needs, as determined by their performance as follows:

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

- Level One: Emergent Reading (covers Pre-K and K skills and knowledge)
- Level Two: Beginning Reading (covers grade 1 skills and knowledge)
- Level Three: Fluent Reading (covers grade 2 skills and knowledge)

**Ongoing Assessment:** Waterford Reading 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.

### **COLLABORATIVE LEARNING FOR GROUP**

Teachers can easily create and share Playlists of Waterford activities to use with whole- and small-group lessons. Tools in Classroom Advantage make it easy and fun to present activities on an interactive whiteboard or other projection device. In addition, teachers have access to a library of PDF Teacher Materials with lesson plans and reproducibles they can use on and off the computer.

### **DOCUMENT ORGANIZATION**

This document includes a correlation chart with the following columns:

- DIBELS Standards: lists the standards.
- Waterford Digital Resources: lists Waterford online activities presented to students during their personalized instruction and that are also available for collaborative instruction in Classroom Advantage.
- Waterford Print Resources: lists PDF materials and activities that can be viewed in the Waterford Manager by using the Search feature in the Curriculum Tab.





DIBELS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>KINDERGARTEN</b>		
<b>LETTER NAMING FLUENCY</b>		
	<p>Learning the letters through alphabet songs is a logical and important starting point for prereaders. Waterford Reading contains a variety of alphabet songs. Some versions show only capital letters; others show only lowercase letters. Furthermore, some versions show both capital and lowercase letters to help students make the transition from the capital to the lowercase form.</p> <p>“Name that Letter” is an assessment activity seen 12 times throughout the year. In the assessment, students see all the letters of the alphabet in random order and are prompted to click a specific letter. Once students click a letter, they hear feedback stating the letter name. After the assessment, they are shown which letters they identified correctly and which ones they need to work on. The courseware then adjusts to review the letters the students still need to learn.</p> <ul style="list-style-type: none"> <li>• Name that Letter</li> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Letter Pictures Writing</li> <li>• Make a Scene</li> <li>• Letter Checker</li> <li>• Hidden Letter</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> </ul>	<ul style="list-style-type: none"> <li>• RF.K.1d.pdf: Recognize and name all uppercase and lowercase letters of the alphabet.                             <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>

# DYNAMIC INDICATOR OF BASIC EARLY LITERACY SKILLS (DIBELS)



DIBELS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>FIRST SOUND FLUENCY</b>		
	<p>Our curriculum designers recognize that daily phonological activities are both an important part of reading instruction and an effective way to prepare students who are prereaders. The ability to identify initial sounds helps students find success in beginning reading.</p> <p>In the courseware, letter names and shapes are established first. Then “Letter Sound Songs” introduce each letter sound through simple songs. Within the courseware, many activities are specifically devoted to providing instruction and practice of initial phoneme identification.</p> <p>Students see two pictures, hear a phoneme, and then click the picture of the word that begins with the same phoneme. If students choose incorrectly, students are shown a video of how a person’s mouth looks when saying the correct initial phoneme.</p> <p>Students also work with alliterative books, creating a story by choosing words—represented by pictures—to complete several alliterative sentences. “Read with Me” books and “Choose a Sound” are two examples of alliterative activities that focus on the initial sounds through the use of stories.</p> <ul style="list-style-type: none"> <li>• Initial Sound Instruction</li> <li>• Right Initial Sound</li> <li>• Where Is the Sound?</li> <li>• Choose a Sound</li> <li>• Right Beginning Sound</li> <li>• Initial Sound Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• RF.K.2d.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/).             <ul style="list-style-type: none"> <li>- Segmenting</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>



DIBELS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>PHONEME SEGMENTATION FLUENCY</b>		
	<p>Phoneme identification is established through explicit instruction in activities like “Beginning Sound Instruction.” Students see two pictures, hear a phoneme, and then click the picture of the word that begins with the same phoneme. When students choose incorrectly, they see a short video of a person’s mouth saying the correct phoneme. Once phoneme identification has been established, students are given activities that allow them to manipulate phonemes in a variety of ways.</p> <p>“Letter Eliminator” invites students to remove a phoneme from a word. Students are then told whether the remaining letters form a word or a non-word. For example <i>jet</i> becomes <i>et</i> when /j/ is removed. The computer then tells the student, “<i>et</i>, that’s not a real word.”</p> <p>“Circus Clown Climbers” gives students the opportunity to change one word into another by switching phonemes, and “Where Is the Sound” requires students to recognize the position of phonemes in words.</p> <p>“Instruction that [teaches] phoneme manipulation with letters help[s] children acquire [phonemic awareness] skills better than instruction without letters” (National Reading Panel, 2000). Through the use of the computer, Waterford Reading uses letters when teaching students to identify, count, and manipulate individual phonemes in words.</p> <ul style="list-style-type: none"> <li>• Where Is the Sound?</li> <li>• Barnyard Bash</li> <li>• Phoneme Eliminator</li> <li>• Change One Sound</li> <li>• Phoneme Segmentation</li> <li>• Circus Clown Climbers</li> <li>• Choose a Sound</li> <li>• Stick ‘n’ Spell</li> <li>• One-Two-Three Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• RF.K.2c.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                         <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>



DIBELS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>NONSENSE WORD FLUENCY</b>		
	<p>Activities like “Barnyard Bash” give students the opportunity to explore how changing a letter can change the phonemes in a word. In “Barnyard Bash,” students choose which sound they want to change in a word and then choose a new sound. Each new word (real or nonsense) is read and then placed on the screen to show students the changes they have made. Through instruction, demonstration, and practice, students learn that words are composed of letters that represent sounds.</p> <ul style="list-style-type: none"> <li>• Right Initial Sound</li> <li>• Ending Sound Instruction 1 &amp; 2</li> <li>• Right Ending Sound</li> <li>• Find the Sound 1 &amp; 2</li> <li>• One-Two-Three Sounds</li> <li>• Blending Individual Phonemes Instruction 1 &amp; 2</li> <li>• Blending Every Sound</li> <li>• Blending Riddles 2</li> <li>• Change One Sound</li> <li>• Barnyard Bash</li> <li>• Phoneme Eliminator</li> <li>• Letter Sound Songs: Show and Tell Sound Song, Picture Sound Song, Scientist Sound Song, Tongue Twisters, Vowel Songs</li> <li>• Letter Pictures</li> <li>• Finish the Picture</li> <li>• Make It Rhyme</li> <li>• Choose a Rhyme</li> <li>• Choose a Sound</li> <li>• Stick ‘n’ Spell</li> </ul>	



DIBELS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>FIRST GRADE</b>		
<b>LETTER NAMING FLUENCY</b>		
	<p>Each day, students encounter one of thirty-six songs designed to help them review the skills and concepts they are learning. Eight of those songs are letter and sound songs from Level One. These songs are used as a review for students as they begin each computer session.</p> <p>Other activities that enhance students' letter naming fluency skills include "Spelling Symphony" and "Hop, Skip, Spell." These activities display several letters on the screen and students are asked to spell a word. They must click the letters in the correct order to spell the word. Once the student chooses a letter and places it in the box to begin the spelling process, the narrator states the name of the selected letter, which reinforces letter-naming skills.</p> <ul style="list-style-type: none"> <li>• Magic Carpet ABC Song</li> <li>• Old MacDonald's Vowels Song</li> <li>• Say and Trace</li> <li>• Sound Adventures Introduction</li> <li>• Spelling Symphony</li> <li>• Hop, Skip, Spell</li> <li>• Word Traveler—Dictation</li> <li>• Make a Word—Dictation</li> </ul>	





DIBELS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>PHONEME SEGMENTATION FLUENCY (OPTIONAL)</b>		
	<p>Waterford Reading recognizes the importance of developing phonemic awareness skills as a foundation to reading instruction. Therefore, it includes a Phonological Awareness course. This course is designed to help students recognize that words are made up of smaller speech units and eventually perceive and manipulate individual phonemes in words. These activities are designed to run in conjunction with Levels One and Two, and are designed to focus students' attention to specific phonological skills. As students progress through the Phonological Awareness course, they practice the following:</p> <ul style="list-style-type: none"> <li>• Blending Riddles</li> <li>• Where Is the Sound?</li> <li>• Stick 'n' Spell</li> <li>• Phoneme Eliminator</li> <li>• Circus Clown Climbers</li> <li>• Find the Sound</li> <li>• One-Two-Three Sounds</li> <li>• Blending Individual Phonemes</li> <li>• Blending Every Sound</li> <li>• Find the Picture</li> <li>• Change One Sound</li> <li>• Key Word Screening</li> <li>• Word Blending</li> <li>• Blending Dragon</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• RF.1.3e.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.                         <ul style="list-style-type: none"> <li>- Reading Trick: Key Word Match</li> <li>- Reading Trick: Pattern Hunt</li> <li>- Reading Trick: Mystery Word</li> </ul> </li> <li>• RF.1.2c.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.                         <ul style="list-style-type: none"> <li>- Segmenting: First Phoneme</li> <li>- Segmenting: Last Phoneme</li> <li>- Phoneme Categorization</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>



DIBELS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>NONSENSE WORD FLUENCY</b>		
	<p>Teaching students letter sounds is an important part of learning how to decode real and nonsense words. Students review letter sounds in Level Two through songs like “Picture Sound Song” or “Show and Tell Sound Song.” As students advance to more difficult skills, they are explicitly taught how to blend letters together and recognize word patterns in familiar words through “Key Word Strategy,” “Key Word Match,” and “Pattern Hunt” activities.</p> <p>“Lesson Screening” is used as a placement assessment throughout Waterford Reading. This activity tests the students’ recognition of both real and nonsense words. Using a combination of letters, students can create real and nonsense words in “Word Traveler—Dictation” and “Make a Word—Dictation.” Students spell several words using beginning, medial, and final sounds.</p> <ul style="list-style-type: none"> <li>• Picture Sound Song</li> <li>• Show and Tell Sound Song</li> <li>• Key Word Strategy</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Lesson Screening</li> <li>• Word Traveler—Dictation</li> <li>• Make a Word—Dictation</li> </ul>	

# DYNAMIC INDICATOR OF BASIC EARLY LITERACY SKILLS (DIBELS)



DIBELS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ORAL READING FLUENCY AND RETELL FLUENCY</b>		
	<p>Students are given the opportunity to develop oral reading fluency skills on a daily basis through the use of “Readables.”</p> <p>“Readables” are made up of power words (sight words), key words and pattern Words (decodable words), vocabulary words (unfamiliar words that need to be defined), fun words (words that add interest to the text but that students are not held accountable for decoding), and rebuses (picture words). “Readables” include a narrative feature that assists students with words they may have forgotten over time. If students click on a power word, it is spoken. When they click a decodable word, it is blended slowly. When they click a vocabulary word, the word is defined.</p> <p>In the daily “Readable” activities, students can follow along with the narrator or independently read each story. Once students feel they are comfortable with the story and oral reading fluency is developing, students read and record these stories online. They can then listen to their recordings using a playback feature, which supports them in learning self-correcting skills in addition to having fun. Students can also listen to or read “Readable” books during the beginning of a computer session in “Choose a Readable” or at the end of each Unit during “Play and Practice.”</p> <ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Readables</li> <li>• Choose a Readable</li> <li>• Play and Practice</li> </ul>	<ul style="list-style-type: none"> <li>• RF.1.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Readable Books Chart</li> <li>- Repeated Readings</li> <li>- Fluency Check Sheets</li> </ul> </li> <li>• RF.1.3g.pdf: Recognize and read grade-appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Say, Spell, Write</li> <li>- Power Word Cards</li> </ul> </li> </ul>



DIBELS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>SECOND GRADE</b>		
<b>NONSENSE WORD FLUENCY</b>		
	<p>Teaching students letter sounds is an important part of learning how to decode real and nonsense words. Students review letter sounds in Level Two through songs like “Picture Sound Song” or “Show and Tell Sound Song.”</p> <p>As students advance to more difficult skills, they are explicitly taught how to blend letters together and recognize word patterns in familiar words through “Key Word Strategy,” “Key Word Match,” and “Pattern Hunt” activities. Readables are used on a daily basis, providing students the opportunity to read sight words, referred to as power words, decodable words (key words and pattern words), and vocabulary words.</p> <ul style="list-style-type: none"> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Sound Hunt</li> <li>• Name that Sound</li> <li>• Key Word Screening</li> <li>• Spelling Exploration</li> <li>• Readable Word Play</li> <li>• Letter Sound Songs</li> <li>• Spell and Blend</li> <li>• Spelling Instruction</li> <li>• Make and Spell</li> <li>• Picture Sound Song</li> <li>• Show and Tell Sound Song</li> <li>• Key Word Strategy</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• RF.2.3e.pdf: Decode words with common prefixes and suffixes.                             <ul style="list-style-type: none"> <li>- Lesson 30: Prefixes and Suffixes</li> <li>- Invent a Word: Prefixes and Suffixes</li> <li>- Build a Word: Prefixes and Suffixes</li> <li>- Past Tense Verb Worksheets</li> <li>- Prefixes Worksheets</li> <li>- Suffixes Worksheets</li> </ul> </li> </ul>



DIBELS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ORAL READING FLUENCY AND RETELL FLUENCY</b>		
	<p>“Readables” are made up of power words (sight words), key words and pattern words (decodable words), vocabulary words (unfamiliar words that need to be defined), fun words (words that add interest to the text but that students are not held accountable for decoding), and rebuses (picture words). “Readables” include a narrative feature that assists students with words they may have forgotten over time. If a student clicks on a power word, it is spoken. When they click a decodable word, it is blended slowly. When they click a vocabulary word, the word is defined.</p> <p>In the daily Readable activities, students can read and follow or independently read each story. Once students feel they are comfortable with the story and oral reading fluency is developing, students read and record these stories online. They can then listen to their recordings using a playback feature, which supports them in learning self-correcting skills in addition to having fun. Students can also listen to or read “Readable” books during the beginning of a computer session in “Choose a Readable” or at the end of each Unit during “Play and Practice.”</p> <p>The online recording feature also permits teachers to listen to the first story recorded and the three most recent stories recorded, providing a type of pre- and post-assessment. Teachers can regularly assess each student’s reading progress based on the recordings the computer stores for every student.</p> <ul style="list-style-type: none"> <li>• Choose a Tale</li> <li>• Power Word Readables</li> <li>• Read-Along Books</li> <li>• Expression Instruction</li> <li>• Fluency Speed and Comprehension</li> <li>• Comprehension and Speed Books</li> <li>• Choose a Readable</li> <li>• Play and Practice</li> </ul>	<ul style="list-style-type: none"> <li>• RF.2.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> <li>• RF.2.4a.pdf: Read on-level text with purpose and understanding.             <ul style="list-style-type: none"> <li>- The Show</li> <li>- Mike and the Mice</li> <li>- Dinosaur Bones</li> <li>- Huge Red Plume</li> <li>- My Shark</li> <li>- The Bees</li> <li>- Barnaby</li> <li>- Do You Know?</li> <li>- Animals in the House</li> <li>- Cow on the Hill</li> <li>- The Noise in the Night</li> <li>- Clouds</li> <li>- Strawberry Jam</li> <li>- Bertie</li> <li>- Jade’s Note</li> <li>- Cory’s Horn</li> <li>- Lightning Bugs</li> <li>- The Lion and the Mouse</li> <li>- Louis Braille: Light Out of Darkness</li> <li>- Andrew’s News</li> <li>- Troll’s Visit</li> <li>- Sue’s Slime</li> <li>- The Giant and the Hare</li> <li>- The Name of the Tree</li> <li>- Frank’s Pranks</li> <li>- Fudge for Sale</li> <li>- Through the Back Fence</li> <li>- Photos for Phil</li> <li>- Little Barry Busy</li> <li>- Moose Are Not Meese</li> </ul> </li> </ul>



## READING LEVEL ONE

### Sing a Rhyme Songs & Books

The Apple Tree; Bluebird, Bluebird; 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; Little Rabbit; Eensy, Weensy, Spider; Tortillas, Tortillas; The Bus; My Valentine; Wee Willie Winkie; A-hunting We Will Go; 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

## READING LEVEL TWO

### 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



## READING LEVEL THREE

### 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?