

# CURRICULUM *Correlation*

*Waterford  
Reading &  
Classroom  
Advantage*

**100%**

*MAP®  
Alignment:  
Common Core  
Reading Primary  
Grades*

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# OVERVIEW



## *This document provides a detailed correlation of* WATERFORD READING AND CLASSROOM ADVANTAGE *and* MAP® ALIGNMENT: COMMON CORE READING PRIMARY GRADES.

**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:

- MAP Alignment Standards: list 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.





# MAP® ALIGNMENT: COMMON CORE READING PRIMARY GRADES

MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>KINDERGARTEN</b>		
<b>1. FOUNDATIONAL SKILLS</b>		
<b>A. PHONICS AND WORD RECOGNITION</b>		
CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to grade-level phonics and word analysis skills in decoding words. Please see description in each detailed section below.	
CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<ul style="list-style-type: none"> <li>Letter Sound Songs: Show and Tell; Tongue Twister; Picture Sound Song; Scientist Sound Song</li> <li>Sound Room</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> <li>Read With Me Books</li> <li>Decodable Books</li> </ul> (See lists of titles at end of document)	
CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> <li>Songs: Scientist Sound; Show and Tell; Picture Sound; Tongue Twister; Old McDonald's Vowel Song; Apples and Bananas Vowel Song</li> <li>Books: Under; Eleven Elephants; Opposites; Who Has an Itch?; Andy's Adventure</li> <li>Letter Sound</li> <li>Choose a Sound</li> <li>Name That Letter Sound</li> <li>Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>RF.K.3b.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.               <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Long and Short Vowel Cards</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<ul style="list-style-type: none"> <li>Power Words</li> <li>Read With Me Books</li> <li>Decodable Books</li> </ul> (See lists of titles at end of document)	
CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>Circus Clown Climbers</li> <li>Sound Room</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> </ul>	



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<b>B. PHONOLOGICAL AWARENESS</b>		
CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Waterford Reading and Classroom Advantage both provide activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. Please see description in each detailed section below.	
CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words song</li> <li>• Sing a Rhyme Songs: Mary Had a Little Lamb; The Bus; My Valentine; One, Two, Buckle My Shoe; Quack, Quack, Quack; Rock-a-Bye Baby; Pat-a-Cake; One Elephant Went Out to Play; Jack and Jill; The Farmer in the Dell</li> </ul>	<ul style="list-style-type: none"> <li>• RF.K.2a.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- "Down by the Bay"</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• RF.K.2b.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> <li>• Find The Picture</li> <li>• Blend Every Sound</li> <li>• Blending Dragon</li> <li>• Blend Individual Phonemes</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>
CCSS.ELA-Literacy.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/.)	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Stick 'n' Spell</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where is the Sound?</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>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>B. PHONOLOGICAL AWARENESS</b> <i>continued</i>		
CCSS.ELA-Literacy.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> <li>Circus Clown Climbers</li> <li>Phoneme Deletion</li> <li>Phoneme Eliminator</li> <li>One, Two, Three Sounds</li> <li>Barnyard Bash</li> <li>Change One Sound</li> </ul>	
<b>C. PRINT CONCEPTS</b>		
CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to understanding organization and basic features of print .Please see description in each detailed section below.	
CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. The following lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>RF.K.1a.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> <li>Print Directionality</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> <li>Letters Make Words</li> <li>Look, Listen, and Match</li> <li>Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>RF.K.1b.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> <li>Map Text to Speech 1</li> <li>Map Text to Speech 2</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>RF.K.1c.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> <li>Print Concepts</li> </ul> </li> </ul>



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<b>C. PRINT CONCEPTS</b> <i>continued</i>		
CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Distinguish Letters</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> <li>• Similarities and Differences in Letters</li> <li>• Make a Scene</li> <li>• Find the Letter</li> <li>• What's Your Name?</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• RF.K.1d.pdf: Recognize and name all upper and lowercase letters of the alphabet.               <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>
<b>2. LANGUAGE AND WRITING</b>		
<b>A. CAPITALIZE, SPELL, PUNCTUATE</b>		
CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> <li>• What is a Sentence? Song</li> <li>• Power Word 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• L.K.2a.pdf: Capitalize the first word in a sentence and the pronoun I.               <ul style="list-style-type: none"> <li>- "I Like Kites" Punctuation Worksheet</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.	<ul style="list-style-type: none"> <li>• What is a Sentence? Song</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• L.K.2b.pdf Recognize and name end punctuation.               <ul style="list-style-type: none"> <li>- "I Like Kites" Punctuation Worksheet</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Sound Sense</li> <li>• Choose a Sound</li> <li>• Sound Songs</li> </ul>	<ul style="list-style-type: none"> <li>• L.K.2c.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).               <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter Worksheet</li> <li>- Letter Picture Handwriting Worksheets (Aa-Zz)</li> </ul> </li> </ul>



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<b>A. CAPITALIZE, SPELL, PUNCTUATE</b> <i>continued</i>		
CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		<ul style="list-style-type: none"> <li>L.K.2d.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> <li>Spelling by Sound Activity</li> </ul> </li> </ul>
<b>B. LANGUAGE: GRAMMAR, USAGE</b>		
CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>L.K.1a.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter Worksheet</li> <li>Letter Picture Handwriting Worksheets (Aa-Zz)</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> <li>Songs: Verbs; Nouns</li> <li>Verbs</li> <li>Nouns</li> </ul>	
CCSS.ELA-Literacy.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<ul style="list-style-type: none"> <li>More Than One song</li> <li>Plural Nouns</li> </ul>	
CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>Sum Up, Five W's</li> </ul>	
CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> <li>Preposition Ship song</li> </ul>	
CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> <li>What is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>L.K.1f.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> </ul>





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<b>C. WRITING: PURPOSES: PLAN, DEVELOP, EDIT</b>		
CCSS.ELA-Literacy.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...).		<ul style="list-style-type: none"> <li>W.K.1.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 . . .).               <ul style="list-style-type: none"> <li>Write With Me</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>W.K.2.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.               <ul style="list-style-type: none"> <li>Fawn Eyes</li> <li>A Story in the Snow</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>W.K.3.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.               <ul style="list-style-type: none"> <li>The Germs</li> <li>Lumpy Mush</li> </ul> </li> </ul>
CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		<ul style="list-style-type: none"> <li>L.K.5f.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed.               <ul style="list-style-type: none"> <li>Family Vacation Creative Writing</li> </ul> </li> </ul>
CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		<ul style="list-style-type: none"> <li>W.K.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.               <ul style="list-style-type: none"> <li>Andy's Adventures</li> <li>At Camp</li> <li>I Go . . .</li> <li>Together</li> <li>Opposites</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>3. LITERATURE AND INFORMATIONAL</b>		
<b>A. INFORMATIONAL TEXT: KEY IDEAS, DETAILS, CRAFT, STRUCTURE</b>		
CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters</li> <li>Find An Answer</li> </ul>	<ul style="list-style-type: none"> <li>RI.K.1.pdf: With prompting and support, ask and answer questions about key details in a text.</li> </ul>
CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters</li> <li>Find An Answer</li> </ul>	<ul style="list-style-type: none"> <li>RI.K.2.pdf: With prompting and support, identify the main topic and retell key details of a text.</li> </ul>
CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		<ul style="list-style-type: none"> <li>RI.K.3.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.</li> </ul>
CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	<p>Waterford Reading provides many activities related to vocabulary acquisition and use. All Read Along 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 popup with the definition and an illustration.</p> <ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>RI.K.4.pdf: With prompting and support, ask and answer questions about unknown words in a text.</li> </ul>
CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.	Prior to reading each story, the front cover to each online book is displayed on the screen and the titles are read out loud from the title page.	<ul style="list-style-type: none"> <li>RI.K.5.pdf: Identify the front cover, back cover, and title page of a book.</li> </ul>
CCSS.ELA-Literacy.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 to each online book is displayed on the screen and the name of the title, author, and illustrator are read out loud.	<ul style="list-style-type: none"> <li>RI.K.6.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> </ul>
CCSS.ELA-Literacy.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).		<ul style="list-style-type: none"> <li>RI.K.7.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> </ul>



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<b>A. INFORMATIONAL TEXT: KEY IDEAS, DETAILS, CRAFT, STRUCTURE</b> <i>continued</i>		
CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.		<ul style="list-style-type: none"> <li>RI.K.8.pdf: With prompting and support, identify the reasons an author gives to support points in a text.</li> </ul>
CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		<ul style="list-style-type: none"> <li>RI.K.9.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic.</li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>SL.K.2.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.               <ul style="list-style-type: none"> <li>- My Super Sticky Sandwich</li> <li>- Ooey, Goey Mud</li> <li>- The Alligator in the Library</li> <li>- Lost Socks</li> <li>- Moving Day</li> <li>- Mine</li> </ul> </li> </ul>
<b>B. LITERATURE: KEY IDEAS, CRAFT, STRUCTURE</b>		
CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find An Answer: Moving Day; My Super Sticky Sandwich; Play Ball; The Alligator in the Library; Lost Socks</li> </ul>	<ul style="list-style-type: none"> <li>RL.K.1.pdf: With prompting and support, ask and answer questions about key details in a text.               <ul style="list-style-type: none"> <li>- 49 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> <li>Find An Answer: Moving Day; My Super Sticky Sandwich; Play Ball; The Alligator in the Library; Lost Socks</li> </ul>	<ul style="list-style-type: none"> <li>RL.K.2.pdf: With prompting and support, retell familiar stories, including key details.               <ul style="list-style-type: none"> <li>- 11 stories with discussion ideas to build comprehension</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <li>Sum Up, Five W's</li> </ul>	<ul style="list-style-type: none"> <li>RL.K.3.pdf: With prompting and support, identify characters, settings, and key events in a story.               <ul style="list-style-type: none"> <li>- 21 stories with discussion questions to build</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>B. LITERATURE: KEY IDEAS, CRAFT, STRUCTURE</b> <i>continued</i>		
CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Sing a Rhyme Songs/Books (See list of titles at end of document)</li> </ul>	
CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).		<ul style="list-style-type: none"> <li>RL.K.5.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> <li>5 stories with comprehension strategies</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<p>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.</p> <ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Decodable Books</li> <li>Sing a Rhyme Songs/Books (See lists of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>RL.K.6.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <ul style="list-style-type: none"> <li>2 stories with comprehension strategies</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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).	<ul style="list-style-type: none"> <li>Words Tell About the Pictures</li> <li>Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>RL.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> <li>31 stories with various strategies such as Peek at the Story and Use Clues to Guess</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		<ul style="list-style-type: none"> <li>RL.K.9.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> <li>3 stories with Compare and Contrast activities</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>SL.K.2.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. <ul style="list-style-type: none"> <li>My Super Sticky Sandwich</li> <li>Ooey, Goey Mud</li> <li>The Alligator in the Library</li> <li>Lost Socks</li> <li>Moving Day</li> <li>Mine</li> </ul> </li> </ul>



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<b>4. VOCABULARY USE AND FUNCTIONS</b>		
<b>A. LANGUAGE: CONTEXT CLUES AND REFERENCES</b>		
CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All Read Along 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 popup with the definition and an illustration.	
CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		<ul style="list-style-type: none"> <li>L.K.4a.pdf: Identify new meanings for familiar words and apply them accurately.               <ul style="list-style-type: none"> <li>One Word, Two Meanings</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>L.K.4b.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.               <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
<b>B. VOCABULARY ACQUISITION AND USE</b>		
CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	Waterford Reading and Classroom Advantage both provide many activities for students to explore word relationships and meanings. Please see description in each detailed section below.	
CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>L.K.5a.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent.               <ul style="list-style-type: none"> <li>Object Sort</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> <li>Opposites book</li> <li>Opposites</li> </ul>	<ul style="list-style-type: none"> <li>L.K.5b.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).               <ul style="list-style-type: none"> <li>Guess the Opposite</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).		<ul style="list-style-type: none"> <li>L.K.5c.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful).               <ul style="list-style-type: none"> <li>Make Connections</li> </ul> </li> </ul>



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<b>B. VOCABULARY ACQUISITION AND USE</b> <i>continued</i>		
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>L.K.5d.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> <li>Shades-of-Meaning Charades</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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. <ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	
CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		<ul style="list-style-type: none"> <li>SL.K.4.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>
<b>FIRST GRADE</b>		
<b>1. FOUNDATIONAL SKILLS</b>		
<b>A. PHONICS AND WORD RECOGNITION</b>		
CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to grade-level phonics and word analysis skills in decoding words. Please see description in each detailed section below.	
CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	<ul style="list-style-type: none"> <li>Songs: 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?</li> <li>Word Mastery</li> <li>Sound Room</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Name That Sound</li> <li>Word Pattern Spelling</li> <li>Readable Read/Record/Walk-through (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>RF.1.3a .pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> <li>Level Two Scope and Sequence of Skills</li> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>A. PHONICS AND WORD RECOGNITION</b> <i>continued</i>		
CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs <i>continued</i> .	<ul style="list-style-type: none"> <li>• Sentence Dictation</li> <li>• Say and Trace</li> <li>• Key Word Screening</li> <li>• Word Blending</li> <li>• Letter Sound Screening (digraphs)</li> </ul>	
CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E; C and G; Key Words</li> <li>• Word Mastery</li> <li>• Watch Me Read</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Spell and Blend</li> <li>• Word Construction</li> <li>• Word Pattern Spelling</li> <li>• Sentence Dictation</li> <li>• Word Pattern</li> <li>• Say and Trace</li> <li>• Word Assessment</li> <li>• Readable/Read/Record/Walk-through (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• RF.1.3b.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>- Readable books and letter patterns</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Digraphs:-tch, ch</li> <li>- Pattern Word Games</li> <li>- Reading Tricks</li> <li>- Word Building Activity</li> <li>- Letter Cards</li> <li>- Key Word Cards</li> <li>- Unit Worksheets</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.	<ul style="list-style-type: none"> <li>• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>• Key Word</li> <li>• Pattern Hunt</li> <li>• Word Construction</li> <li>• Word Pattern</li> <li>• Sentence Dictation</li> <li>• Word Blending</li> <li>• Mystery Words</li> <li>• Watch Me Read</li> <li>• Readable/ Read/Record/Walk-through (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• RF.1.3c.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> <li>- Level Two Scope and Sequence of Skills</li> <li>- Pattern Word Building</li> <li>- Word Study Introduction</li> <li>- Spelling</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		<ul style="list-style-type: none"> <li>• RF.1.3d.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> <li>- Syllable Segmentation</li> </ul> </li> </ul>



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<b>A. PHONICS AND WORD RECOGNITION</b> <i>continued</i>		
CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> <li>Compound Words song</li> <li>Compound Words</li> <li>Watch Me Read</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> </ul>
CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.	<ul style="list-style-type: none"> <li>Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put it at the End; Let's Compare</li> <li>The Three Sounds of -ed</li> <li>Key Word Screening</li> <li>Double the Fun</li> <li>Plural Nouns</li> <li>Comparatives</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>RF.1.3f.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> <li>Pattern Word Building: Double the Letter</li> <li>Language Concept Practice Pages: Plural Nouns</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>Word Mastery</li> <li>Power Words</li> <li>Rascal Presents a Word</li> <li>Spelling Scramble</li> <li>Sentence Dictation</li> <li>Readable/Read/Record/Walk-through (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <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>
<b>B. PHONOLOGICAL AWARENESS</b>		
CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Waterford Reading and Classroom Advantage both provide activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. Please see description in each detailed section below.	
CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>Sneaky Magic E song</li> </ul>	<ul style="list-style-type: none"> <li>RF.1.2a.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Long and Short Vowel Card</li> </ul> </li> </ul>





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<b>B. PHONOLOGICAL AWARENESS</b> <i>continued</i>		
CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<ul style="list-style-type: none"> <li>• Blend/Onset Rime</li> <li>• Blends; Consonants Together song</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Blend Every Sound</li> <li>• Stick 'n' Spell</li> <li>• Blending Dragon</li> <li>• Blend Individual Phonemes</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• RF.1.2b.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> <li>- Blending: Onset-Rime</li> <li>- Phoneme Blending</li> <li>- Sound Sense Bingo Cards</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> <li>• Stick 'N' Spell</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>	<ul style="list-style-type: none"> <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>
CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<ul style="list-style-type: none"> <li>• Key Word Screening</li> <li>• Word Blending</li> <li>• Phoneme Segmentation</li> <li>• Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• RF.1.2d.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.</li> </ul>
<b>C. PRINT CONCEPTS</b>		
CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to understanding organization and basic features of print. Please see description in each detailed section below	
CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> <li>• Songs: What is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• RF.1.1a.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> <li>- Sentence Strips</li> <li>- Language Concepts Worksheets</li> </ul> </li> </ul>



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<b>2. LANGUAGE AND WRITING</b>		
<b>A. CAPITALIZE, SPELL, PUNCTUATE</b>		
CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
CCSS.ELA-Literacy.L.1.2a Capitalize dates and names of people.	<ul style="list-style-type: none"> <li>Songs: Capital Letters Proper Nouns; Capital Letter Days; Capital Letter Places</li> <li>Edit Capitals</li> <li>Edit Calendar Capitals</li> </ul>	<ul style="list-style-type: none"> <li>L.1.2a.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> <li>Worksheet: Capitalization</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.	<ul style="list-style-type: none"> <li>Songs: What is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>L.1.2b.pdf: Use end punctuation for sentences. What's My Sentence? <ul style="list-style-type: none"> <li>A Closer Look</li> <li>Sentence Strips</li> <li>Practice Pages: Punctuation</li> <li>Practice Pages: Sentences</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.2c Use commas in dates and to separate single words in a series.	<ul style="list-style-type: none"> <li>Songs: Comma, Comma, Comma (In a Letter); Comma, Comma, Comma (In a Series)</li> <li>Edit Commas</li> </ul>	<ul style="list-style-type: none"> <li>L.1.2c.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> <li>Worksheet: Commas</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<ul style="list-style-type: none"> <li>Double the Fun song</li> <li>Word Pattern</li> <li>Spell and Blend</li> <li>Double the Fun</li> <li>Word Pattern Spelling</li> <li>Word Blending</li> <li>Say and Trace</li> <li>Spelling Scramble</li> </ul>	
CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<ul style="list-style-type: none"> <li>Spell and Blend</li> <li>Word Blending</li> <li>Word Pattern</li> <li>Say and Trace</li> <li>Word Pattern Spelling</li> </ul>	



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<b>B. LANGUAGE: GRAMMAR, USAGE</b>		
CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.	<ul style="list-style-type: none"> <li>Letter Picture Writing</li> <li>Letter Pictures</li> </ul>	<ul style="list-style-type: none"> <li>L.1.1a.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> <li>Letter Picture Handwriting Worksheets (Aa-Zz)</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.	<ul style="list-style-type: none"> <li>Songs: Nouns; Pronouns; Apostrophe Pig</li> <li>Possessive Nouns</li> <li>Nouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>L.1.1b.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>Skill Builder Song: "Nouns"</li> <li>Practice Pages: Nouns</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<ul style="list-style-type: none"> <li>More Than One song</li> <li>Nouns</li> <li>Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>L.1.1c.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> <li>Practice Pages: Plural Nouns</li> <li>Practice Pages: Verbs and Nouns</li> <li>Practice Pages: Verb Endings</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	<ul style="list-style-type: none"> <li>Pronouns song</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>L.1.1d.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> <li>Practice Pages: Pronouns</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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).	<ul style="list-style-type: none"> <li>It Happened Yesterday song</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>L.1.1e.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> <li>Practice Pages: Verbs</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives.	<ul style="list-style-type: none"> <li>Adjectives Describe song</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>L.1.1f.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>Who Am I?</li> <li>Practice Pages: Adjectives</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).		<ul style="list-style-type: none"> <li>L.1.1g.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>Practice Pages: Conjunctions</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.1h Use determiners (e.g., articles, demonstratives).		<ul style="list-style-type: none"> <li>L.1.1h.pdf: Use determiners. <ul style="list-style-type: none"> <li>Practice Pages: Determiners</li> </ul> </li> </ul>



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<b>B. LANGUAGE: GRAMMAR, USAGE</b> <i>continued</i>		
CCSS.ELA-Literacy.L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	<ul style="list-style-type: none"> <li>Preposition Ship song</li> </ul>	<ul style="list-style-type: none"> <li>L.1.1i.pdf: Use frequently occurring prepositions.               <ul style="list-style-type: none"> <li>Practice Pages: Prepositions</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> <li>What is a Sentence? Song</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>L.1.1j.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.               <ul style="list-style-type: none"> <li>Types of Sentences</li> <li>Skill Builder Song</li> </ul> </li> </ul>
<b>C. WRITING: PURPOSES: PLAN, DEVELOP, EDIT</b>		
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>W.1.1.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.               <ul style="list-style-type: none"> <li>Opinion Writing Activities</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>W.1.2.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.               <ul style="list-style-type: none"> <li>Topical Writing Activities</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>W.1.3.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.               <ul style="list-style-type: none"> <li>Narrative Writing Activities</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>W.1.5.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.               <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>C. WRITING: PURPOSES: PLAN, DEVELOP, EDIT <i>continued</i></b>		
CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		<ul style="list-style-type: none"> <li>W.1.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> <li>The Writing Process</li> </ul> </li> </ul>
<b>3. LITERATURE AND INFORMATIONAL</b>		
<b>A. INFORMATIONAL TEXT: KEY IDEAS, DETAILS, CRAFT, STRUCTURE</b>		
CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Informational Texts: Water Is All Around; Animal Bodies; Star Pictures; 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 Orville and Wilbur Wright</li> </ul>	<ul style="list-style-type: none"> <li>RI.1.1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>Water Is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to be a Scientist Like Jane Goodall</li> <li>I Want to be a Scientist Like George Washington Carver</li> <li>I Want to be a Scientist Like George and Wilbur Wright</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>Informational Texts: Water Is All Around; Animal Bodies; Star Pictures; 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 Orville and Wilbur Wright</li> </ul>	<ul style="list-style-type: none"> <li>RI.1.2.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> <li>Water Is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to be a Scientist Like Jane Goodall</li> <li>I Want to be a Scientist Like George Washington Carver</li> <li>I Want to be a Scientist Like George and Wilbur Wright</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>Informational Texts: Water Is All Around; Animal Bodies; Star Pictures; 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 Orville and Wilbur Wright</li> </ul>	<ul style="list-style-type: none"> <li>RI.1.3.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> <li>Making Connections: I Want to be a Scientist Like...</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>A. INFORMATIONAL TEXT: KEY IDEAS, DETAILS, CRAFT, STRUCTURE</b> <i>continued</i>		
CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All 54 Read Along 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 popup with the definition and an illustration.</p> <ul style="list-style-type: none"> <li>• Readable Read Tutorial</li> <li>• Water Is All Around</li> <li>• Animal Bodies</li> <li>• Star Pictures</li> <li>• I Wish I Had Ears Like a Bat</li> <li>• I Want to Be a Scientist Like Jane Goodall</li> <li>• I Want to Be a Scientist Like George Washington Carver</li> <li>• I Want to Be a Scientist Like Orville and Wilbur Wright</li> </ul>	<ul style="list-style-type: none"> <li>• RI.1.4.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> <li>- Animal Bodies</li> <li>- Star Pictures</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>• RI.1.5.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>• Informational Texts: Water Is All Around; Animal Bodies; Star Pictures; 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 Orville and Wilbur Wright</li> </ul>	<ul style="list-style-type: none"> <li>• RI.1.6.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> <li>- Star Pictures</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>• Informational Texts: Water Is All Around; Animal Bodies; Star Pictures; 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 Orville and Wilbur Wright</li> </ul>	<ul style="list-style-type: none"> <li>• RI.1.7.pdf: Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> <li>- Star Pictures</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>• Informational Texts: Water Is All Around; Animal Bodies; Star Pictures; 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 Orville and Wilbur Wright</li> </ul>	<ul style="list-style-type: none"> <li>• RI.1.8.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>A. INFORMATIONAL TEXT: KEY IDEAS, DETAILS, CRAFT, STRUCTURE</b> <i>continued</i>		
CCSS.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>Informational Texts: Water Is All Around; Animal Bodies; Star Pictures; 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 Orville and Wilbur Wright</li> </ul>	<ul style="list-style-type: none"> <li>RI.1.9.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> <li>The City Mouse and the Country Mouse</li> </ul> </li> </ul>
CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>Informational Texts: Water Is All Around; Animal Bodies; Star Pictures; 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 Orville and Wilbur Wright</li> </ul>	<ul style="list-style-type: none"> <li>SL.1.2.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Anansi and the Seven Yarn Hills</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
<b>B. LITERATURE: KEY IDEAS, CRAFT, STRUCTURE</b>		
CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Sum Up, Five W's</li> <li>Traditional Tales (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>RL.1.1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Anansi and the Seven Yarn Hills</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>Sum Up, Five W's</li> <li>Sum Up, Remember Order</li> <li>Traditional Tales (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>RL.1.2.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters</li> <li>Sum Up, Remember Order</li> <li>Traditional Tales (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>RL.1.3.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>B. LITERATURE: KEY IDEAS, CRAFT, STRUCTURE</b> <i>continued</i>		
CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		<ul style="list-style-type: none"> <li>• RL.1.4.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> <li>- Lizard and the Painted Rock</li> <li>- The Big Mitten</li> <li>- The City and the Country Mouse</li> <li>- La Tortuga</li> <li>- The Shoemaker and the Elves</li> <li>- The Brothers</li> <li>- The Ugly Duckling</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>• RL.1.5.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. <ul style="list-style-type: none"> <li>- Text Type Activity—Narrative Text</li> <li>- Text Type Activity—Informational Text</li> <li>- How to Grow a Garden</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> <li>• RL.1.6.pdf: Identify who is telling the story at various points in a text.</li> </ul>
CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• Traditional Tales: The Gingerbread Man; The Three Wishes; Mr. Lucky Straw; The Three Little Pigs</li> </ul>	<ul style="list-style-type: none"> <li>• RL.1.7.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> <li>- The Gingerbread Man</li> <li>- The Little Red Hen</li> <li>- The City Mouse and the Country Mouse</li> <li>- The Brothers</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Traditional Tales (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• RL.1.9.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> <li>- The City Mouse and the Country Mouse</li> </ul> </li> </ul>
CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		<ul style="list-style-type: none"> <li>• SL.1.2.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>





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<b>4. VOCABULARY USE AND FUNCTIONS</b>		
<b>A. LANGUAGE: CONTEXT CLUES AND REFERENCES</b>		
CCSS.ELA-Literacy.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.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All Read Along 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 popup with the definition and an illustration.	
CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> <li>Look for a Clue song</li> <li>Use a Clue</li> <li>Rusty and Rosy's Clues</li> <li>Readable Walk-through (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>L.1.4a.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> <li>Can Matilda Get the Cheese?</li> <li>What Is in the Tree?</li> <li>Will You Play with Me?</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	<ul style="list-style-type: none"> <li>Songs: More Than One; Double the Fun; Put it at the Front</li> <li>Prefixes</li> <li>Double the Fun</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>L.1.4b.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<ul style="list-style-type: none"> <li>Tricky Y to I song</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>L.1.4c.pdf: Identify frequently occurring root words and their inflectional forms. <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
<b>B. VOCABULARY ACQUISITION AND USE</b>		
CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Waterford Reading and Classroom Advantage both provide many activities for students to explore word relationships and meanings. Please see description in each detailed section below.	
CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> <li>All Sorts of Laundry song</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>L.1.5a.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> <li>Sorting Objects</li> </ul> </li> </ul>



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<b>B. VOCABULARY ACQUISITION AND USE</b> <i>continued</i>		
CCSS.ELA-Literacy.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).		<ul style="list-style-type: none"> <li>L.1.5b.pdf: Define words by category and by one or more key attributes. <ul style="list-style-type: none"> <li>Sorting Objects</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<ul style="list-style-type: none"> <li>Readable Jump-Through (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>L.1.5c.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>Making Connections</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> <li>Songs: Synonyms Tree; Sentence Marks</li> <li>Synonyms</li> <li>Verbs</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>L.1.5d.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> <li>Shades of Meaning: Verbs and Adjectives</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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).	<p>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.</p> <ul style="list-style-type: none"> <li>Readable Jump-Through</li> <li>Traditional Tales (See list of titles at end of document)</li> </ul>	
CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		<ul style="list-style-type: none"> <li>SL.1.4.pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> <li>Ask and Answer Activity</li> </ul> </li> </ul>



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<b>SECOND GRADE</b>		
<b>1. FOUNDATIONAL SKILLS</b>		
<b>A. PHONICS AND WORD RECOGNITION</b>		
CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to grade-level phonics and word analysis skills in decoding words. Please see description in each detailed section below.	
CCSS.ELA-Literacy.RF.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words.	<ul style="list-style-type: none"> <li>• Readable Word Play</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> <li>• Spelling</li> <li>• Spelling Game</li> <li>• Spelling Exploration</li> <li>• All-Star Spelling</li> <li>• Word Recognition</li> <li>• Make and Spell</li> </ul>	<ul style="list-style-type: none"> <li>• RF.2.3a.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>- Lesson 1: /ā/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /ī/</li> <li>- Lesson 3: /ū/</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Vowels Side by Side</li> <li>• Spell and Blend</li> <li>• Readable Word Play</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> <li>• Spelling</li> <li>• Spelling Game</li> <li>• Spelling Exploration</li> <li>• All-Star Spelling</li> <li>• Word Recognition</li> <li>• Make and Spell</li> </ul>	<ul style="list-style-type: none"> <li>• RF.2.3b.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> <li>- Lesson 1: /ē/, /ā/</li> <li>- Lesson 2: /ar/</li> <li>- Lesson 3: /oo/ as in book</li> <li>- Lesson 4: /oo/ as in zoo</li> <li>- Lesson 5: /ō/</li> <li>- Lesson 6: /ow/</li> <li>- Lesson 7: /ow/</li> <li>- Lesson 8: /oi/</li> <li>- Lesson 9: /aw/</li> <li>- Lesson 10: /ō/</li> <li>- Lesson 11: /er/</li> <li>- Lesson 12: /or/</li> <li>- Lesson 13: /ng/</li> <li>- Lesson 14: /ī/</li> <li>- Lesson 15: /ī/</li> <li>- Lesson 16: /ō/</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>A. PHONICS AND WORD RECOGNITION</b> <i>continued</i>		
CCSS.ELA-Literacy.RF.2.3b Know spelling-sound correspondences for additional common vowel teams <i>continued</i> .		<ul style="list-style-type: none"> <li>- Lesson 17: /oo/ letter team -ew as in new and few</li> <li>- Lesson 18: /oo/ letter team -ue as in blue</li> <li>- Lesson 19: /e/</li> <li>- Lesson 20: Homophones</li> <li>- Readable Check Sheets</li> </ul>
CCSS.ELA-Literacy.RF.2.3c Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> <li>• Automatic Word Recognition</li> <li>• Word Recognition</li> <li>• All-Star Spelling</li> <li>• Readable/Record/Listen books (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• RF.2.3c.pdf: Decode regularly spelled two-syllable words with long vowels.</li> <li>- Fluency Check Sheets</li> </ul>
CCSS.ELA-Literacy.RF.2.3d Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> <li>• Songs: More Than One; Drop Magic E; Let's Compare; Put it at the End; Put it at the Front; Tricky Y to I; Double the Fun</li> <li>• Endings: Change Y to I</li> <li>• Change Y to I</li> <li>• Automatic Word Recognition</li> <li>• Comparatives</li> <li>• Suffixes</li> <li>• Prefixes</li> <li>• Readable/ Listen/ Record (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• RF.2.3d.pdf: Decode words with common prefixes and suffixes.</li> <li>- Lesson 30: Prefixes and Suffixes</li> <li>- Invent a Word: Prefixes</li> <li>- Build a Word: Prefixes</li> <li>- Past Tense Verb Worksheets</li> <li>- Prefixes Worksheets</li> <li>- Suffixes Worksheets</li> </ul>
CCSS.ELA-Literacy.RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> <li>• Make and Spell</li> <li>• Spelling</li> <li>• Spell and Blend</li> <li>• All-Star Spelling</li> <li>• Readable/Listen/Record (See list at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• RF.2.3e.pdf: Decode words with common prefixes and suffixes.</li> <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>



## MAP® ALIGNMENT: COMMON CORE READING PRIMARY GRADES

MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>A. PHONICS AND WORD RECOGNITION</b> <i>continued</i>		
CCSS.ELA-Literacy.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>Create a Face</li> <li>Spelling Exploration</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>30 Readable/Record/Listen</li> <li>54 Read Along Books</li> <li>(See lists of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>RF.2.3f.pdf: Recognize and read appropriate irregularly spelled words.               <ul style="list-style-type: none"> <li>Lesson 1: /ī/</li> <li>Lesson 2: /ō/</li> <li>Lesson 3: /f/</li> <li>Lesson 4: Irregular Plurals</li> </ul> </li> </ul>
<b>2. LANGUAGE AND WRITING</b>		
<b>A. CAPITALIZE, SPELL, PUNCTUATE</b>		
CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
CCSS.ELA-Literacy.L.2.2a Capitalize holidays, product names, and geographic names.	<ul style="list-style-type: none"> <li>Songs: Capital Letters (Titles); Capital Letters (Days); Capital Letters (Places); Capital Letters (Proper Nouns)</li> <li>Edit Capitals</li> <li>Edit Calendar Capitals</li> </ul>	<ul style="list-style-type: none"> <li>L.2.2a.pdf: Capitalize holidays, product names, and geographic names.               <ul style="list-style-type: none"> <li>Capitalization Worksheet</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> <li>Comma, Comma, Comma (In a Letter) song</li> <li>Edit Commas</li> <li>Books: Today I Write a Letter; Andrew's News</li> </ul>	
CCSS.ELA-Literacy.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Contraction Action</li> <li>Contractions</li> <li>Edit Punctuation</li> <li>All-Star Spelling Lesson 21, 25</li> </ul>	<ul style="list-style-type: none"> <li>L.2.2c.pdf: Use an apostrophe to form contractions and frequently occurring possessives.               <ul style="list-style-type: none"> <li>Contractions Worksheets</li> <li>Possessive Nouns Worksheets</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>A. CAPITALIZE, SPELL, PUNCTUATE</b> <i>continued</i>		
CCSS.ELA-Literacy.L.2.2d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).	<ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Spelling Instruction</li> <li>• Editing-Check Spelling</li> <li>• Editing-Check Tricky Spelling</li> <li>• Make and Spell</li> <li>• All-Star Spelling</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• L.2.2d.pdf: Generalize learned spelling patterns when writing words.               <ul style="list-style-type: none"> <li>- Lesson 1: /ā/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /ī/</li> <li>- Lesson 4: /ū/</li> <li>- Lesson 5: /ē/, /ā/</li> <li>- Lesson 6: /ar/</li> <li>- Lesson 7: /oo/ as in book</li> <li>- Lesson 8: /oo/ as in zoo</li> <li>- Lesson 9: /ō/</li> <li>- Lesson 10: /ow/</li> <li>- Lesson 11: /ow/</li> <li>- Lesson 12: /oi/</li> <li>- Lesson 13: /aw/</li> <li>- Lesson 14: /ō/</li> <li>- Lesson 15: /er/</li> <li>- Lesson 16: /or/</li> <li>- Lesson 17: /ng/</li> <li>- Lesson 18: /ī/</li> <li>- Lesson 19: /ī/</li> <li>- Lesson 20: /ō/</li> <li>- Lesson 21: /oo/ Letter team ew as in new and few</li> <li>- Lesson 22: /oo/ Letter team ue as in blue</li> <li>- Lesson 23: /e/</li> <li>- Lesson 24: Homophones</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		<ul style="list-style-type: none"> <li>• L.2.2e.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.               <ul style="list-style-type: none"> <li>- Vocabulary Dictionary</li> </ul> </li> </ul>



## MAP® ALIGNMENT: COMMON CORE READING PRIMARY GRADES

MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>B. LANGUAGE: GRAMMAR, USAGE</b>		
CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
CCSS.ELA-Literacy.L.2.1a Use collective nouns (e.g., group).	<ul style="list-style-type: none"> <li>Reaching Above book</li> </ul>	
CCSS.ELA-Literacy.L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<ul style="list-style-type: none"> <li>Strange Spelling song</li> <li>Irregular Plurals</li> </ul>	<ul style="list-style-type: none"> <li>L.2.1b.pdf: Form and use frequently occurring irregular plural nouns.               <ul style="list-style-type: none"> <li>Moose are Not Meese</li> <li>Plural Nouns</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.2.1c Use reflexive pronouns (e.g., myself, ourselves).		<ul style="list-style-type: none"> <li>L.2.1c.pdf: Use reflexive pronouns.               <ul style="list-style-type: none"> <li>Contractions Worksheets</li> <li>Possessive Nouns Worksheets</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	<ul style="list-style-type: none"> <li>Song: Irregular Verbs</li> <li>Irregular Verbs</li> </ul>	<ul style="list-style-type: none"> <li>L.2.1d.pdf: Form and use the past tense of frequently occurring irregular verbs.               <ul style="list-style-type: none"> <li>Writing About the Past Activity</li> <li>Irregular Verbs Worksheet</li> </ul> </li> </ul>
CCSS.ELA-Literacy.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> <li>Songs: Adverbs; Adjectives Describe</li> <li>Adverbs</li> <li>Adjectives</li> <li>Revise: Add Details; Use Interesting Words</li> </ul>	<ul style="list-style-type: none"> <li>L.2.1e.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified.               <ul style="list-style-type: none"> <li>Treasure Hunt: Adjectives and Adverbs</li> <li>Simon Says: Verbs, Adverbs and Adjectives</li> <li>Adjectives Worksheets</li> <li>Adverbs Worksheets</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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).	<ul style="list-style-type: none"> <li>Revise: Add Details</li> <li>Revise: Use Interesting Words</li> <li>Revise: Delete Extra Words</li> </ul>	<ul style="list-style-type: none"> <li>L.2.1f.pdf: Produce, expand, and rearrange complete simple and compound sentences.               <ul style="list-style-type: none"> <li>Change the Sentence Worksheet</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>C. WRITING: PURPOSES: PLAN, DEVELOP, EDIT</b>		
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> <li>Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>W.2.1.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.               <ul style="list-style-type: none"> <li>Bad News Shoes</li> <li>The Piñata Book</li> <li>Winter Snoozers</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> <li>Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>W.2.2.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.               <ul style="list-style-type: none"> <li>Noise? What Noise?</li> <li>The Pizza Books</li> <li>Little Tree</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> <li>Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>W.2.3.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.               <ul style="list-style-type: none"> <li>I Met a Monster</li> <li>Turtle's Pond</li> <li>Bandage Bandit</li> <li>The Story Cloth</li> <li>Snake Weaves a Rug</li> <li>Lorenzo's Llama</li> <li>The Sweater</li> <li>The Courage to Learn</li> <li>Why Wind and Water Fight</li> <li>The Bee's Secret</li> <li>Macaw's Chorus</li> <li>How Rivers Began</li> <li>Pencil Magic</li> <li>Elephant Upstairs</li> <li>Reaching Above</li> </ul> </li> </ul>





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<b>C. WRITING: PURPOSES: PLAN, DEVELOP, EDIT</b> <i>continued</i>		
CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Prewrite: Mapping; Word Bank</li> <li>• First Draft</li> <li>• Revise: Start Sentences Differently; Delete Extra Words; Add Details; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Punctuation; Capitals; End Punctuation; Commas</li> <li>• Word Processor</li> </ul>	
CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>• W.2.8.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> <li>- All on the Same Earth</li> <li>- The Bee's Secret</li> </ul> </li> </ul>
<b>3. LITERATURE AND INFORMATIONAL</b>		
<b>A. INFORMATIONAL TEXT: KEY IDEAS, DETAILS, CRAFT, STRUCTURE</b>		
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Build Knowledge</li> <li>• Map the Story</li> <li>• Sum Up; Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• RI.2.1.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> <li>- Vocabulary Match: Islands and Volcanoes</li> <li>- Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		<ul style="list-style-type: none"> <li>• RI.2.2.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> <li>- Great White Bird</li> <li>- The Talking Lizard</li> <li>- Winter Snoozers</li> <li>- The Courage to Learn</li> <li>- The Bee's Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>A. INFORMATIONAL TEXT: KEY IDEAS, DETAILS, CRAFT, STRUCTURE</b> <i>continued</i>		
CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> <li>Build Knowledge: The Pizza Book; The Piñata Book</li> </ul>	<ul style="list-style-type: none"> <li>RI.2.3.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> <li>Louis Braille</li> <li>Reaching Above</li> <li>The Courage to Learn</li> <li>Discovering Dinosaurs</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. 50 Read Along books and 26 Readable 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 popup with the definition and an illustration.</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Build Vocabulary</li> <li>Reading Detective song</li> </ul>	<ul style="list-style-type: none"> <li>RI.2.4.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> <li>Vocabulary Match: Islands and Volcanoes</li> <li>Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>RI.2.5.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		<ul style="list-style-type: none"> <li>RI.2.6.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> <li>Great White Bird</li> <li>The Pizza Book</li> <li>The Piñata Book</li> <li>The Talking Lizard</li> <li>The Courage to Learn</li> <li>The Bee's Secret</li> <li>Reaching Above</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> <li>Book: Sound</li> </ul>	<ul style="list-style-type: none"> <li>RI.2.7.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>A. INFORMATIONAL TEXT: KEY IDEAS, DETAILS, CRAFT, STRUCTURE</b> <i>continued</i>		
CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.		<ul style="list-style-type: none"> <li>RI.2.8.pdf: Describe how reasons support specific points the author makes in a text.               <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.		<ul style="list-style-type: none"> <li>RI.2.9.pdf: Describe how reasons support specific points the author makes in a text.               <ul style="list-style-type: none"> <li>Venn Diagram Activity: Penguins and Falcons</li> </ul> </li> </ul>
<b>B. LITERATURE: KEY IDEAS, CRAFT, STRUCTURE</b>		
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> <li>Compare Characters</li> <li>Map the Story</li> <li>Sum Up—Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>RL.2.1.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.               <ul style="list-style-type: none"> <li>30 Fluency Comprehension and Speed Titles (See list at end of document.)</li> <li>Bandage Bandit</li> <li>Bad News Shoes</li> <li>Rocks in My Socks</li> <li>I Met a Monster</li> <li>The Snow Lion</li> <li>The Story Cloth</li> <li>Snake Weaves a Rug</li> <li>Lorenzo's Llama</li> <li>The Sweater</li> <li>Turtle's Pond</li> <li>Noise? What Noise?</li> <li>The Story of Tong and Mai Nhia</li> <li>Why Wind and Water Fight</li> <li>What if You Were an Octopus?</li> <li>Little Tree</li> <li>The Talking Lizard</li> <li>All on the Same Earth</li> <li>The Weather on Blackberry Lane</li> <li>The Bee's Secret</li> <li>Pencil Magic</li> <li>How Rivers Began</li> <li>Elephant Upstairs</li> </ul> </li> </ul>



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>B. LITERATURE: KEY IDEAS, CRAFT, STRUCTURE</b> <i>continued</i>		
CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> <li>Books: Why Wind and Water Fight; How Rivers Began; The Story of Tong and Mai Nhia; The Snow Lion</li> </ul>	<ul style="list-style-type: none"> <li>RL.2.2.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> <li>Why Wind and Water Fight</li> <li>The Snow Lion</li> <li>How Rivers Began</li> <li>The Story of Tong and Mai Nhia</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> <li>Reading Detective song</li> <li>Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>RL.2.3.pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> <li>What if You Were an Octopus?</li> <li>Why Wind and Water Fight</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		<ul style="list-style-type: none"> <li>RL.2.4.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> <li>Poetry Book 1</li> <li>Poetry Book 2</li> <li>Bad News Shoes</li> <li>Movin' to the Music Time</li> <li>Winter Snoozers</li> </ul> </li> </ul>
CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> <li>Sum Up-Remember Order</li> <li>Reading Detective song</li> </ul>	
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> <li>Compare Characters</li> <li>Books: Three Billy Goats Gruff; The Story of Tong and Mai Nhia; Why Wind and Water Fight; The Crowded House; Bad News Shoes; I Hate Peas; Turtle's Pond; The Mighty Sparrow</li> </ul>	<ul style="list-style-type: none"> <li>RL.2.6.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> <li>Story Structure Activity</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> <li>Compare Characters</li> <li>Map the Story</li> <li>Sum Up—Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>RL.2.7.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> <li>30 Fluency Comprehension and Speed Titles (See list at end of document.)</li> </ul> </li> </ul>



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<b>B. LITERATURE: KEY IDEAS, CRAFT, STRUCTURE</b> <i>continued</i>		
CCSS.ELA-Literacy.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.		<ul style="list-style-type: none"> <li>RL.2.9.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. <ul style="list-style-type: none"> <li>Story Variations Activity</li> </ul> </li> </ul>
CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		<ul style="list-style-type: none"> <li>SL.2.2.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> <li>30 Fluency Comprehension and Speed Titles (See list at end of document.)</li> <li>Turtle's Pond</li> <li>Noise? What Noise?</li> <li>The Story of Tong and Mai Nhia</li> <li>Why Wind and Water Fight</li> <li>What if You Were an Octopus?</li> <li>Little Tree</li> <li>The Talking Lizard</li> <li>All on the Same Earth</li> <li>The Weather on Blackberry Lane</li> <li>The Bee's Secret</li> <li>Pencil Magic</li> <li>How Rivers Began</li> <li>Elephant Upstairs</li> </ul> </li> </ul>
<b>4. VOCABULARY USE AND FUNCTIONS</b>		
<b>A. LANGUAGE: CONTEXT CLUES AND REFERENCES</b>		
CCSS.ELA-Literacy.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.	<p>Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. 50 Read Along books and 26 Readable 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 popup with the definition and an illustration.</p> <ul style="list-style-type: none"> <li>Vocabulary Tutorial</li> <li>Readable Book Tutorial</li> <li>Reading Detective song</li> <li>Homophone</li> <li>Homophone Monkey</li> </ul>	



## MAP® ALIGNMENT: COMMON CORE READING PRIMARY GRADES

MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>A. LANGUAGE: CONTEXT CLUES AND REFERENCES</b> <i>continued</i>		
CCSS.ELA-Literacy.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> <li>Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus</li> </ul>	
CCSS.ELA-Literacy.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).	<ul style="list-style-type: none"> <li>Put It at the Front song</li> <li>Prefixes</li> <li>Readable Listen/Record</li> </ul>	<ul style="list-style-type: none"> <li>L.2.4b.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> <li>Invent a Word: Prefixes and Suffixes</li> <li>Build a Word: Prefixes and Suffixes</li> <li>Prefixes Worksheets</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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).	<ul style="list-style-type: none"> <li>Songs: Let's Compare; Put It at the End; Put It at the Front</li> <li>Comparatives</li> <li>Suffixes</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>L.2.4c.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> <li>Comparatives Worksheets</li> <li>Prefixes Worksheets</li> <li>Suffixes Worksheets</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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).	<ul style="list-style-type: none"> <li>Compound Words song</li> </ul>	
CCSS.ELA-Literacy.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<p>Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. Most all Read-Along and Readable 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 popup with the definition and an illustration.</p> <ul style="list-style-type: none"> <li>Comprehension song</li> <li>Readable Books</li> <li>Read-Along Books</li> </ul> <p>(See lists of titles at end of document)</p>	
<b>B. VOCABULARY ACQUISITION AND USE</b>		
CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	Waterford Reading and Classroom Advantage both provide many activities for students to explore word relationships and meanings. Please see description in each detailed section below.	



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MAP ALIGNMENT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>B. VOCABULARY ACQUISITION AND USE</b> <i>continued</i>		
CCSS.ELA-Literacy.L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<ul style="list-style-type: none"> <li>Adjectives Describe song</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>L.2.5a.pdf: Identify real-life connections between words and their use.               <ul style="list-style-type: none"> <li>Word Card Activity</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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).	<ul style="list-style-type: none"> <li>Synonym Tree song</li> <li>Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>L.2.5b.pdf: Distinguish shades of meaning among closely related verbs.               <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> </ul>
CCSS.ELA-Literacy.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.	



## 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?