

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
Reading and  
Classroom  
Advantage*

**100%**

*Measure of  
Academic  
Progress:  
Reading Primary  
Grades*

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*This document provides a detailed correlation of* **WATERFORD EARLY LEARNING: READING and CLASSROOM ADVANTAGE** *to* **MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES.**

## WATERFORD CURRICULUM DETAILS

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

**Waterford Early Learning: Reading** is a comprehensive, adaptive program designed to ensure that each student moves from preliteracy to fluent reading. It incorporates five essential reading strands: phonological awareness, phonics, comprehension and vocabulary, language concepts, and fluency. Students take a placement assessment to determine their appropriate starting point.



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

### Waterford Early Learning: Math & Science

provides young learners comprehensive instruction in the major areas of early math: numbers and operation, algebraic reasoning, geometry and measurement, and data analysis. The integrated science curriculum emphasizes exploration and the scientific method while teaching earth, life, and physical science. Students begin with a research-based placement assessment.

**Waterford Early Learning: SmartStart** presents Waterford's curriculum in an integrated format specifically designed for preschoolers. Students explore reading, math, science, and

social and emotional learning activities while practicing executive function skills. Once students complete Waterford Early Learning: SmartStart, they are ready for Waterford Early Learning: Reading and Math & Science

*Note:* Preschool students can also begin their Waterford experience with Waterford Early Learning: Reading as it is adaptive.

## EVIDENCE-BASED CURRICULUM

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

## STUDENT-CENTERED LEARNING

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

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

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

## TEACHER RESOURCES

Waterford Early Learning: Classroom Advantage provides teachers thousands of online activities to use with an interactive whiteboard or projector. This flexible tool for blended learning increases teachers' instructional efficacy. [Teachers can easily deliver engaging lessons](#) aligned to their own pacing guide, core curriculum, or state standards.

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

## CORRELATION DESCRIPTION

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

- **Digital Resources:** Engaging, evidence-based online activities that are presented to students during their individualized instruction. These activities are also available for collaborative instruction in Waterford Early Learning: Classroom Advantage.
- **Print, PDF, and Internet Resources:** Teacher guides, teacher PDFs, hundreds of student books and songs, family engagement activities, newsletters and more complement Waterford's extensive digital resources.

## CONTINUAL DEVELOPMENT

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



# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES

MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
<b>KINDERGARTEN</b>		
<b>1. FOUNDATIONAL SKILLS</b>		
<b>A. Phonics and Word Recognition</b>		
Know and apply grade-level phonics and word analysis skills in decoding words	Waterford Early Learning and Classroom Advantage both provide a multitude of activities related to grade-level phonics and word analysis skills in decoding words.	
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</li> <li>• Mama Squirrel's 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 titles at end of document.)	
Associate the long and short sounds with common spellings (graphemes) for the five major vowels	<ul style="list-style-type: none"> <li>• Songs: Old McDonald's Vowel Song; Apples and Bananas Vowel Song; Letter Sound Songs; Mama Squirrel's Sound Song</li> <li>• Books: Andy's Adventure; Eleven Elephants; Who Has an Itch?; Opposites; Under</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>• Major Vowels.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>
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>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Decodable Books</li> </ul> (See titles at end of document.)	

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

# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Phonics and Word Recognition</b> <i>continued</i>		
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Mama Squirrel's Sound Song</li> <li>Sound Room</li> <li>Letter Sound</li> <li>Name that Letter Sound</li> <li>Choose a Sound</li> </ul>	
<b>B. Phonological Awareness</b>		
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Waterford Early Learning 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.	
Recognize and produce rhyming words.	<ul style="list-style-type: none"> <li>Rhyming Words Song</li> <li>Rhyme</li> <li>Rhyme Match</li> <li>Finish the Picture</li> <li>One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming Words.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>
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>Segmenting Syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.                             <ul style="list-style-type: none"> <li>Segmenting Syllables</li> </ul> </li> </ul>
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>Single syllable letter patterns.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>

# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Phonological Awareness <i>continued</i></b>		
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>Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).                             <ul style="list-style-type: none"> <li>Segmenting</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>
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>		
Demonstrate understanding of the organization and basic features of print	All text within the software illustrates left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.	
Follow words from left to right, top to bottom, and page by page.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Follow words.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>
Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Letters Make Words</li> <li>Look, Listen, and Match</li> <li>Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing written words.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>
Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>Understanding spaces in print.pdf: Understand that words are separated by spaces in print.                             <ul style="list-style-type: none"> <li>Print Concepts</li> </ul> </li> </ul>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Print Concepts <i>continued</i></b>		
Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</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>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet.</li> <li>• Writing Practice (Aa-Zz)</li> </ul>
<b>2. LANGUAGE AND WRITING</b>		
<b>A. Capitalize, Spell, Punctuate</b>		
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Waterford Early Learning and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage.	
Capitalize the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Power Word 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.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>
Recognize and name end punctuation.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation.pdf Recognize and name end punctuation.                             <ul style="list-style-type: none"> <li>- I Like Kites Punctuation Worksheet</li> </ul> </li> </ul>
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>• Letter Sound Songs</li> <li>• Mama Squirrel's Sound Song</li> <li>• Sound Room</li> <li>• Name that Letter Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Write consonants and short-vowels.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>
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		<ul style="list-style-type: none"> <li>• Simple phonetic spelling.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>



## MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES

MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Language: Grammar, Usage</b>		
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Waterford Early Learning and Classroom Advantage both provide many opportunities to demonstrate command of the conventions of standard English grammar and usage.	
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>• Printing upper- and lowercase.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>
Use frequently occurring nouns and verbs	<ul style="list-style-type: none"><li>• Songs: Verbs; Nouns</li></ul>	
Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<ul style="list-style-type: none"><li>• Song: More Than One</li><li>• Plural Nouns</li></ul>	
Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"><li>• Sum Up, Five Ws</li></ul>	
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>• Song: Preposition Ship</li></ul>	<ul style="list-style-type: none"><li>• Prepositions.pdf: Use frequently occurring prepositions.<ul style="list-style-type: none"><li>- Prepositions</li></ul></li></ul>
Produce and expand complete sentences in shared language activities	Classroom Advantage provides access to All activities in Waterford Early Learning. Combined with an interactive white board, this teacher-led, digital tool encourages collaboration in shared language activities. <ul style="list-style-type: none"><li>• Song: What Is a Sentence?; Sentence Marks</li><li>• Sentences</li></ul>	<ul style="list-style-type: none"><li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities.<ul style="list-style-type: none"><li>- Making Up Sentences</li></ul></li></ul>



# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Writing Purposes: Plan, Develop, Edit</b>		
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). <ul style="list-style-type: none"> <li>- Write with Me</li> </ul> </li> </ul>
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> <li>- Fawn Eyes</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice, Word Processor activities.	<ul style="list-style-type: none"> <li>• Editing.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>
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>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Recalling information.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>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3. LITERATURE AND INFORMATIONAL</b>		
<b>A. Informational Text: Key Ideas, Details, Craft, Structure</b>		
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>Look at Details</li> <li>Find An Answer</li> <li>Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Key details.pdf: With prompting and support, ask and answer questions about key details in a text.</li> </ul>
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>Look at Details</li> <li>Find An Answer</li> <li>Sum Up, Five Ws</li> <li>Picture Story</li> <li>Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text.</li> </ul>
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>Books: Fawn Eyes and I Wish I Had Ears Like a Bat; Seeing Fingers and Noise? What Noise?</li> </ul>	<ul style="list-style-type: none"> <li>Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.</li> </ul>
With prompting and support, ask and answer questions about unknown words in a text.	Waterford online books include bolded vocabulary words that children learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> <li>Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a book.pdf: Identify the front cover, back cover, and title page of a book.</li> </ul>
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> <li>Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> </ul>
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>Words Tell About the Pictures</li> <li>Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> </ul>
With prompting and support, identify the reasons an author gives to support points in a text.		<ul style="list-style-type: none"> <li>Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text.</li> </ul>

# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Informational Text: Key Ideas, Details, Craft, Structure <i>continued</i></b>		
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>Books: Fawn Eyes and I Wish I Had Ears Like a Bat; Seeing Fingers and Noise? What Noise?</li> </ul>	<ul style="list-style-type: none"> <li>Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic.</li> </ul>
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>Look at Details</li> <li>Sum Up, Five Ws</li> <li>Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.                             <ul style="list-style-type: none"> <li>My Super Sticky Sandwich</li> <li>Ooey, Gooey 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>		
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</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Key details.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>
With prompting and support, retell familiar stories, including key details	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story retelling.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>
With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <li>Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Identify story elements.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>
Ask and answer questions about unknown words in a text.	Waterford online books include bolded vocabulary words that children learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Literature: Key Ideas, Craft, Structure <i>continued</i></b>		
Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Types of text.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>
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>• Print Directionality Introduction</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Decodable Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.                             <ul style="list-style-type: none"> <li>- 2 stories with comprehension strategies</li> </ul> </li> </ul>
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>• Relationship between picture and story.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>
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li>• Sing a Rhyme: Three Little Kittens; Quack, Quack, Quack; Ten Little Goldfish; One Elephant Went Out to Play; Little Miss Muffet; Itsy, Bitsy Spider; Jack and Jill</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast.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>
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>• Look at Details</li> <li>• Sum Up, Five Ws</li> <li>• Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.                             <ul style="list-style-type: none"> <li>- My Super Sticky Sandwich</li> <li>- Ooey, Goopy Mud</li> <li>- The Alligator in the Library</li> <li>- Lost Socks</li> <li>- Moving Day</li> <li>- Mine</li> </ul> </li> </ul>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>4. VOCABULARY USE AND FUNCTIONS</b>		
<b>A. Language: Context Clues and References</b>		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Waterford Early Learning and Classroom Advantage provide many activities related to vocabulary acquisition and use. Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>Identify new meanings for words.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>
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>Songs: Put It At the Front; Put It At the End</li> <li>Suffixes</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.                             <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
<b>B. Vocabulary Acquisition and Use</b>		
With guidance and support from adults, explore word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>Vocabulary Introduction</li> </ul>	
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>Common object sorting.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>
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> <li>Song: Verbs</li> <li>Book: Opposites</li> <li>Opposites</li> </ul>	<ul style="list-style-type: none"> <li>Antonyms for verbs and adjectives.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>
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>Identify real-life connections.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>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Vocabulary Acquisition and Use</b> <i>continued</i>		
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>Song: Verbs</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.                             <ul style="list-style-type: none"> <li>Shades-of-Meaning Charades</li> </ul> </li> </ul>
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	All activities in Waterford Early Learning provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. <ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>Look at Details</li> <li>Sum Up, Five Ws</li> <li>Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>Describing things.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>		
Know and apply grade-level phonics and word analysis skills in decoding words	Waterford Early Learning and Classroom Advantage both provide a multitude of activities related to grade-level phonics and word analysis skills in decoding words.	
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>Say and Trace</li> <li>Key Word Screening</li> <li>Word Blending</li> <li>Letter Sound Screening (digraphs)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <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>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Phonics and Word Recognition</b> <i>continued</i>		
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>Word Pattern</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Single syllable letter patterns.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>
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>Word Blending</li> <li>Mystery Words</li> <li>Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.                             <ul style="list-style-type: none"> <li>Pattern Word Building</li> <li>Word Study Introduction</li> <li>Spelling</li> </ul> </li> </ul>
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>Syllables</li> <li>Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>Relationship of vowel to syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.                             <ul style="list-style-type: none"> <li>Syllable Segmentation</li> </ul> </li> </ul>
Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Compound Words</li> <li>Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>Two-syllable letter patterns.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>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Phonics and Word Recognition</b> <i>continued</i>		
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; 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>Inflectional endings.pdf: Read words with inflectional endings.                             <ul style="list-style-type: none"> <li>Pattern Word Building: Double the Letter</li> <li>Language Concept Plural Nouns</li> </ul> </li> </ul>
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> </ul>	<ul style="list-style-type: none"> <li>Irregularly spelled words.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>		
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Waterford Early Learning provides explicit instruction in activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.	
Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>Song: Sneaky Magic E</li> </ul>	<ul style="list-style-type: none"> <li>Long vs short vowel sounds.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>
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</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>Form words by blending sounds.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>





MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Phonological Awareness <i>continued</i></b>		
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>Where is the Sound?</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>Segmenting words.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>
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>Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.                             <ul style="list-style-type: none"> <li>Counting Individual Phonemes</li> <li>Phoneme Segmentation</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>
<b>C. Print Concepts</b>		
Demonstrate understanding of the organization and basic features of print	All text within the software illustrates left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.	
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>Sentence features.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>
<b>2. LANGUAGE AND WRITING</b>		
<b>A. Capitalize, Spell, Punctuate</b>		
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Waterford Early Learning provides many activities related to conventions of standard English grammar and usage. Classroom Advantage offers opportunities for group instruction and collaboration.	
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>Capitalization.pdf: Capitalize the dates and names of people.                             <ul style="list-style-type: none"> <li>Worksheet: Capitalization</li> </ul> </li> </ul>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Capitalize, Spell, Punctuate <i>continued</i></b>		
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>Punctuation.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>Punctuation</li> <li>Sentences</li> </ul> </li> </ul>
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>Commas.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>
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	<ul style="list-style-type: none"> <li>Song: Double the Fun</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>	
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>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <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>
<b>B. Language: Grammar, Usage</b>		
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Waterford Early Learning and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage.	
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>Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters.                             <ul style="list-style-type: none"> <li>Letter Picture Handwriting Worksheets (Aa-Zz)</li> </ul> </li> </ul>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Language: Grammar, Usage <i>continued</i></b>		
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>Nouns.pdf: Use common, proper, and possessive nouns.                             <ul style="list-style-type: none"> <li>Skill Builder Song: "Nouns"</li> <li>Nouns</li> </ul> </li> </ul>
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<ul style="list-style-type: none"> <li>Song: More Than One</li> <li>Nouns</li> <li>Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.                             <ul style="list-style-type: none"> <li>Plural Nouns</li> <li>Verbs and Nouns</li> <li>Verb Endings</li> </ul> </li> </ul>
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	<ul style="list-style-type: none"> <li>Song: Pronouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Pronouns.pdf: Use personal, possessive, and indefinite pronouns.                             <ul style="list-style-type: none"> <li>Pronouns</li> </ul> </li> </ul>
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>Song: It Happened Yesterday</li> <li>Book: I Can't Wait</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Verbs.pdf: Use verbs to convey a sense of past, present, and future.                             <ul style="list-style-type: none"> <li>Verbs</li> </ul> </li> </ul>
Use frequently occurring adjectives	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives.pdf: Use frequently occurring adjectives.                             <ul style="list-style-type: none"> <li>Who Am I?</li> <li>Adjectives</li> </ul> </li> </ul>
Use frequently occurring conjunctions (e.g., and, but, or, so, because).		<ul style="list-style-type: none"> <li>Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>Conjunctions</li> </ul> </li> </ul>
Use determiners (e.g., articles, demonstratives).		<ul style="list-style-type: none"> <li>Determiners.pdf: Use determiners.                             <ul style="list-style-type: none"> <li>Determiners</li> </ul> </li> </ul>
Use frequently occurring prepositions (e.g., during, beyond, toward).	<ul style="list-style-type: none"> <li>Song: Preposition Ship</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>Prepositions</li> </ul> </li> </ul>
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Simple and compound sentences.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>



# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES

MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Writing Purposes: Plan, Develop, Edit</b>		
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>Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.               <ul style="list-style-type: none"> <li>Opinion Writing Activities</li> </ul> </li> </ul>
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>Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.               <ul style="list-style-type: none"> <li>Topical Writing Activities</li> </ul> </li> </ul>
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>Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.               <ul style="list-style-type: none"> <li>Narrative Writing Activities</li> </ul> </li> </ul>
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.	Waterford Early Learning provides access to a word processor feature for producing and publishing writing. Through Classroom Advantage, this teacher-led, digital tool encourages collaboration through Word Processor activities.	<ul style="list-style-type: none"> <li>Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.               <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Waterford Early Learning provides access to a word processor feature for producing and publishing writing. Through Classroom Advantage, this teacher-led, digital tool encourages collaboration through Word Processor activities.	<ul style="list-style-type: none"> <li>Recalling information.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>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3. LITERATURE AND INFORMATIONAL</b>		
<b>A. Informational Text: Key Ideas, Details, Craft, Structure</b>		
Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Ask a Question</li> <li>Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>Key details_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 Wilbur and Orville Wright</li> </ul> </li> </ul>
Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the main topic.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 Wilbur and Orville Wright</li> </ul> </li> </ul>
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Connecting ideas.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 Jane Goodall</li> <li>I Want to be a Scientist Like George Washington Carver</li> <li>I Want to be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Waterford online books include bolded vocabulary words that children learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.                             <ul style="list-style-type: none"> <li>Animal Bodies</li> <li>Star Pictures</li> </ul> </li> </ul>



# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES

MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Informational Text: Key Ideas, Details, Craft, Structure <i>continued</i></b>		
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>• Reading Detective (Build Vocabulary)</li> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Locating key facts.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>
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 Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> <li>- Star Pictures</li> </ul> </li> </ul>
Use the illustrations and details in a text to describe its key ideas	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>• Finding key information.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>
Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying supporting points.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>
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>• Books: Garden Visitors and Creepy Crawlers; Seeing Fingers and Louis Braille</li> </ul>	<ul style="list-style-type: none"> <li>• Find the similarity between two texts.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>
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 Books (See titles at end of document.)</li> <li>• Ask a Question</li> <li>• Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.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>

# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Literature: Key Ideas, Craft, Structure</b>		
Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Ask a Question</li> <li>Sum Up, Five Ws</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Key details.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>
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>Sum Up, Five Ws</li> <li>Sum Up, Remember Order</li> <li>Recall Details</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story retelling.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>
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 titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Describe the story.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>
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		<ul style="list-style-type: none"> <li>Feelings and senses.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>
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>Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                             <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>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Literature: Key Ideas, Craft, Structure <i>continued</i></b>		
Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> <li>Who is telling the story.pdf: Identify who is telling the story at various points in a text.                             <ul style="list-style-type: none"> <li>Who Is the Speaker?</li> <li>The Brothers</li> <li>The City Mouse and the Country Mouse</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
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>Recall Details</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Describe the story.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>
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 titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Character experiences.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>
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>Ask a Question</li> <li>Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>Key details.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>4. VOCABULARY USE AND FUNCTIONS</b>		
<b>A. Language: Context Clues and References</b>		
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 online books include bolded vocabulary words that children learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
Use sentence-level context as a clue to the meaning of a word or phrase	<ul style="list-style-type: none"> <li>Song: Look for a Clue</li> <li>Use a Clue</li> <li>Rusty and Rosy's Clues</li> </ul>	<ul style="list-style-type: none"> <li>Sentence-level context.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>





MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Language: Context Clues and References <i>continued</i></b>		
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; Put it at the End</li> <li>Prefixes</li> <li>Double the Fun</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Clues of frequently occurring affixes.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>
Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<ul style="list-style-type: none"> <li>Song: Tricky Y to I</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>Frequently occurring root words.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>		
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Waterford Early Learning and Classroom Advantage both provide many activities for students to explore word relationships and meanings.	
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>Song: All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Sorting common objects into categories.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>
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>Defining words.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>
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>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use.                             <ul style="list-style-type: none"> <li>Making Connections</li> </ul> </li> </ul>
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: Synonym Tree; Sentence Marks; Verbs; Adjectives Describe</li> <li>Synonyms</li> <li>Verbs</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings.                             <ul style="list-style-type: none"> <li>Shades of Meaning: Verbs and Adjectives</li> </ul> </li> </ul>



# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES

MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Vocabulary Acquisition and Use</b> <i>continued</i>		
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	All activities in Waterford Early Learning provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant details to express ideas and feelings. 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>
<b>SECOND GRADE</b>		
<b>1. FOUNDATIONAL SKILLS</b>		
<b>A. Phonics and Word Recognition</b>		
Know and apply grade-level phonics and word analysis skills in decoding words.	Waterford Early Learning and Classroom Advantage both provide a multitude of activities related to grade-level phonics and word analysis skills in decoding words.	
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 Exploration</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Long vs short vowel sounds.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>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Phonics and Word Recognition <i>continued</i></b>		
Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> <li>Song: 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>Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>Readable Check Sheets</li> </ul> </li> </ul>
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> </ul>	<ul style="list-style-type: none"> <li>Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels.                             <ul style="list-style-type: none"> <li>Fluency Check Sheets</li> </ul> </li> </ul>
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> </ul>	<ul style="list-style-type: none"> <li>Prefix and suffix.pdf: Decode words with common prefixes and suffixes.                             <ul style="list-style-type: none"> <li>Lesson 30: Prefixes and Suffixes</li> <li>Invent a Word: Prefixes</li> <li>Build a Word: Prefixes</li> <li>Past Tense Verb</li> <li>Prefixes</li> <li>Suffixes</li> </ul> </li> </ul>
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> </ul>	<ul style="list-style-type: none"> <li>Inconsistent words.pdf: Decode words with common prefixes and suffixes.                             <ul style="list-style-type: none"> <li>Lesson 30: Prefixes and Suffixes</li> <li>Invent a Word: Prefixes and Suffixes</li> <li>Build a Word: Prefixes and Suffixes</li> <li>Past Tense Verb</li> <li>Prefixes</li> <li>Suffixes</li> </ul> </li> </ul>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Phonics and Word Recognition</b> <i>continued</i>		
Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>Spelling Exploration</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words.</li> <li>Lesson 1: /ī/</li> <li>Lesson 2: /ō/</li> <li>Lesson 3: /f/</li> <li>Lesson 4: Irregular Plurals</li> </ul>
<b>2. LANGUAGE AND WRITING</b>		
<b>A. Capitalize, Spell, Punctuate</b>		
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Waterford Early Learning and Classroom Advantage both provide opportunities to demonstrate command of the conventions of standard English grammar and usage.	
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>Capitalization.pdf: Capitalize holidays, product names, and geographic names.                             <ul style="list-style-type: none"> <li>Capitalization Worksheet</li> </ul> </li> </ul>
Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma (In a Letter)</li> <li>Edit Commas</li> <li>Books: Today I Write a Letter; Andrew's News</li> </ul>	
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> </ul>	<ul style="list-style-type: none"> <li>Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.                             <ul style="list-style-type: none"> <li>Contractions</li> <li>Possessive Nouns</li> </ul> </li> </ul>
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; 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>Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words.                             <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> </ul> </li> </ul>
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> <li>Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>Consulting reference materials.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>



# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES

MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Language: Grammar, Usage</b>		
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Waterford Early Learning and Classroom Advantage both provide opportunities to demonstrate command of the conventions of standard English grammar and usage.	
Use collective nouns (e.g., group).	<ul style="list-style-type: none"> <li>Books: Moose Are Not Meese; Reaching Above; The Snow Lion; The Crowded House; White Tailed Deer</li> </ul>	
Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<ul style="list-style-type: none"> <li>Song: Strange Spelling</li> <li>Book: Moose Are Not Meese</li> <li>Irregular Plurals</li> </ul>	<ul style="list-style-type: none"> <li>Irregular plural nouns.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>
Use reflexive pronouns (e.g., myself, ourselves).	<ul style="list-style-type: none"> <li>Songs: Pronouns; Apostrophe Pig</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive pronouns.pdf: Use reflexive pronouns.               <ul style="list-style-type: none"> <li>Contractions</li> <li>Possessive Nouns</li> </ul> </li> </ul>
Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	<ul style="list-style-type: none"> <li>Songs: Irregular Verbs; It Happened Yesterday</li> <li>Irregular Verbs</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Past tense irregular verbs.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>
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>Adjectives and adverbs.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</li> <li>Adverbs</li> </ul> </li> </ul>
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: Start Sentences Differently; Add Details; Use Interesting Words; Delete Extra Words</li> </ul>	<ul style="list-style-type: none"> <li>Simple and compound sentences.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>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Writing Purposes: Plan, Develop, Edit</b>		
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>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.                             <ul style="list-style-type: none"> <li>- Bad News Shoes</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul> </li> </ul>
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>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>
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>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.                             <ul style="list-style-type: none"> <li>- 15 Story examples with suggestions for student writing.</li> </ul> </li> </ul>
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 Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Punctuation; Capitals; End Punctuation; Commas</li> </ul>	



# MEASURE OF ACADEMIC PROGRESS: READING PRIMARY GRADES

MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Writing Purposes: Plan, Develop, Edit <i>continued</i></b>		
Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Connect to Me</li> <li>• Step Into the Story</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.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>		
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> <li>• Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> <li>- Vocabulary Match: Islands and Volcanoes</li> <li>- Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
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>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <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>
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> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <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>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Informational Text: Key Ideas, Details, Craft, Structure <i>continued</i></b>		
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Waterford online books include bolded vocabulary words that children learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration. <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Build Vocabulary</li> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Find the meaning of a word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> <li>Vocabulary Match: Islands and Volcanoes</li> <li>Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
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>Reading Detective</li> <li>Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Locating key facts.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>
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <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>
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>Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text.</li> <li>How to Grow a Garden</li> </ul>
Describe how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> <li>Book: Inventions All Around</li> </ul>	<ul style="list-style-type: none"> <li>Supporting ideas with reason.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>
Compare and contrast the most important points presented by two texts on the same topic.		<ul style="list-style-type: none"> <li>Compare and contrast.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>





MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Literature: Key Ideas, Craft, Structure</b>		
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> <li>• Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                             <ul style="list-style-type: none"> <li>- 52 Online books to practice strategies for understanding.</li> </ul> </li> </ul>
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>• Moral of the story.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>
Describe how characters in a story respond to major events and challenges	<ul style="list-style-type: none"> <li>• Reading Detective</li> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• How characters are affected by story events.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>
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>• Books: Bad News Shoes; Poetry Books 1 and 2; White Tailed Deer</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm.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>
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</li> </ul>	
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>• Book: Three Billy Goats Gruff</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.                             <ul style="list-style-type: none"> <li>- Story Structure Activity</li> </ul> </li> </ul>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Literature: Key Ideas, Craft, Structure <i>continued</i></b>		
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>• Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                             <ul style="list-style-type: none"> <li>- 27 Online books to demonstrate understanding characters, setting, and plot.</li> </ul> </li> </ul>
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>• Compare and contrast.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>
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>• Key details.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>- 45 Online books for listening for key ideas and details</li> </ul> </li> </ul>
<b>4. VOCABULARY USE AND FUNCTIONS</b>		
<b>A. Language: Context Clues and References</b>		
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 online books include bolded vocabulary words that children learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> <li>• Songs: Homophone Monkey; Reading Detective</li> <li>• Vocabulary</li> <li>• Homophones</li> </ul>	
Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> <li>• Song: Look for a Clue</li> <li>• Use a Clue</li> <li>• Rusty and Rosy's Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence-level context.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>
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>• Song: Put It at the Front</li> <li>• Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>• Adding prefixes to known words.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</li> </ul> </li> </ul>



MAP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Language: Context Clues and References <i>continued</i></b>		
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>Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.                             <ul style="list-style-type: none"> <li>Comparatives</li> <li>Prefixes</li> <li>Suffixes</li> </ul> </li> </ul>
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>Song: Compound Words</li> </ul>	
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> <li>Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases.                             <ul style="list-style-type: none"> <li>Vocabulary Dictionary</li> </ul> </li> </ul>
<b>B. Vocabulary Acquisition and Use</b>		
Demonstrate understanding of word relationships and nuances in word meanings.	Waterford Early Learning and Classroom Advantage both provide many activities for students to explore word relationships and meanings.	
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>Song: Adjectives Describe</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use.                             <ul style="list-style-type: none"> <li>Word Card Activity</li> </ul> </li> </ul>
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>Songs: Synonym Tree; Adjectives Describe; Verbs</li> <li>Synonyms</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs.                             <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> </ul>
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).	<p>All activities in Waterford Early Learning provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>Songs: Adjectives Describe; Adverbs</li> <li>Adjectives</li> <li>Adverbs</li> </ul>	



## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

## Readable (Walk-through/Jump-through/Record Titles)

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



## SUPPORT

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



## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

### Readable Books (Record, Read, Listen) Titles

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

### Sentence Dictation Titles

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

Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



## ALBUMS

### Beginning Math Songs: Volume 1

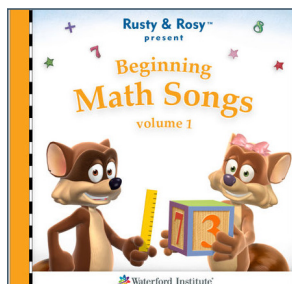
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

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



*Download these albums and more at iTunes. Search for "Waterford's Rusty & Rosy and Friends."*

## WEEKLY HOMELINK NEWSLETTERS

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

### MATH HOMELINK NEWSLETTERS

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

### SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

#### Comprehension and Vocabulary

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

### Readiness Skills Letters

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

### Phonological Awareness Letters

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

### MY BACKPACK APP

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

