

CURRICULUM *Correlation*

*Waterford
Reading*

97%

*Indiana
Academic
Standards
English/
Language Arts
(Dec 2017)*

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OVERVIEW



This document provides a detailed correlation of WATERFORD READING to INDIANA ACADEMIC STANDARDS ENGLISH/LANGUAGE ARTS (DEC 2017).

WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for early learners.

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

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



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

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

EVIDENCE-BASED CURRICULUM

Waterford curriculum has been formally [evaluated in dozens of studies](#). In each study, Waterford classrooms outperform comparison-group classes in most, if not all, of the examined measures. In

particular, Waterford stands out for providing significant learning gains for at-risk students and English Language Learners.

STUDENT-CENTERED LEARNING

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

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

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

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

TEACHER RESOURCES

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

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

CORRELATION DESCRIPTION

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

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

CONTINUAL DEVELOPMENT

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



SUPPORT

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



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
PRE-READING—KINDERGARTEN		
READING FOUNDATIONS		
RF.1: Learning Outcome For Reading Foundations Develop, build, and apply knowledge of foundational reading skills		
K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.	<ul style="list-style-type: none"> • Print Concepts • Letter Sound • Blend Onset/Rime • Vocabulary • Sum Up, Five Ws • Find an Answer • Describe Characters 	<ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build
RF.2: Print Concepts Demonstrate an understanding of the organization and basic features of print, including that printed materials provide information and tell stories		
K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The following lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> • Print Directionality • Print Concepts 	<ul style="list-style-type: none"> • Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality
K.RF.2.2: Recognize that written words are made up of sequences of letters.	<ul style="list-style-type: none"> • Letters Make Words • Picture Story: Jack and Jill; I Touch My Nose Like This; Polly, Put the Kettle On; Tortillas, Tortillas; The Bus; My Valentine; One, Two, Buckle My Shoe; The Zulu Warrior; Quack, Quack, Quack; Mary Had a Little Lamb; The Apple Tree; Hey, Diddle, Diddle; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Three Little Kittens; Little Miss Muffet; This Little Pig; Itsy, Bitsy Spider; Where is Thumbkin?; Yankee Doodle; Baa-Baa Black Sheep; Pat-a-cake; One Elephant Went Out to Play; Rock-a-bye Baby; The Farmer in the Dell 	<ul style="list-style-type: none"> • Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2

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



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.2: Print Concepts Demonstrate an understanding of the organization and basic features of print, including that printed materials provide information and tell stories <i>continued</i>		
K.RF.2.3: Recognize that words are combined to form sentences.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen and Match 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Find the Letter • Name That Letter • Alphabet Review • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Picture Writing • Similarities and Differences in Letters • Make a Scene • What's Your Name 	<ul style="list-style-type: none"> • Upper and lower case letters.pdf: Recognize and name all upper and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
RF.3: Phonological Awareness Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds		
K.RF.3.1: Identify and produce rhyming words.	<ul style="list-style-type: none"> • Rhyme • Finish the Picture • One Doesn't Rhyme • Rhyming Words Song 1 and 2 • Sing a Rhyme songs: Mary Had a Little Lamb; The Bus; My Valentine; A-hunting We Will Go; Quack, Quack, Quack; Little Rabbit; Pat-a-cake; One Elephant Went Out to Play; Jack and Jill; The Farmer in the Dell 	<ul style="list-style-type: none"> • Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - Down by the Bay - Rhyme Match - Rhyming Bingo - Sound Sense Cards
K.RF.3.2: Orally pronounce, blend, and segment words into syllables.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.3: Phonological Awareness Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds <i>continued</i>		
K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending Riddles • Blending • Find the Picture • Blend Every Sound Practice • Blending Dragon • Blend Individual Phonemes 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
K.RF.3.4: Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.	<ul style="list-style-type: none"> • Initial Sound • Final Sound • Where is the Sound? • Stick 'n' Spell • Right Initial Sound Practice • Right Final Sound 	<ul style="list-style-type: none"> • 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"> - Segmenting - Sound Sense Playing Cards
K.RF.3.5: Add, delete, or substitute sounds to change words.	<ul style="list-style-type: none"> • Phoneme Eliminator • One, Two, Three Sounds • Circus Clown Climbers • Phoneme Deletion • Barnyard Bash • Change One Sound 	
RF.4: Phonics Decode and read words by applying phonics and word analysis skills		
K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Sound Room • Choose a Sound • Letter Sound Screening • Name that Letter Sound • Decodable Books: Sam; A Mat; Pam and Pat; He is Happy; Nan and the Ham; Up on Top; Lil; The Hot Pot; Tim; The Hat • Letter Sound /t/; /p/; /h/; /n/; /s/; /m/; /d/; /l/ 	



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.4: Phonics Decode and read words by applying phonics and word analysis skills <i>continued</i>		
K.RF.4.2: Blend consonant-vowel-consonant (CVC) sounds to make words .	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending Riddles • Blending • Phoneme Segmentation • Find the Picture • Blend Every Sound • Blending Dragon • Blend Individual Phonemes 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
K.RF.4.3: Recognize the long and short sounds for the five major vowels .	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Choose a Sound • Name That Letter Sound • Sound Room • Letter Sound Screening 	<ul style="list-style-type: none"> • Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
K.RF.4.4: Read common high-frequency words by sight (e.g., a, my).	<ul style="list-style-type: none"> • Power Words • Decodable Books: Sam; A Mat; Pam and Pat; He is Happy; Nan and the Ham; Up on Top; Lil; The Hot Pot; Tim; The Hat • Read with Me Books: Andy’s Adventure; Baby’s Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; 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 	
K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	<ul style="list-style-type: none"> • Circus Clown Climbers • Rhyme • Finish the Picture • One Doesn’t Rhyme • Blending • Blend Onset/Rime 	



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.5: Fluency Demonstrate accuracy and fluency when reading		
K.RF.5: Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	Waterford software activities, as well as teacher materials provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently and requires them to turn pages allowing them to practice and enjoy appropriate reading behaviors. <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.)	<ul style="list-style-type: none"> • Reading check.pdf: Read emergent-reader texts with purpose and understanding. <ul style="list-style-type: none"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
READING LITERATURE		
RL.1: Learning Outcome for Reading Literature Read and comprehend a variety of literature independently and proficiently		
K.RL.1: Actively engage in group reading activities with purpose and understanding.		<ul style="list-style-type: none"> • Group reading activities.pdf: All activities, provide opportunities for engagement in group reading. <ul style="list-style-type: none"> - Key details - Story retelling - Identify story elements - Types of text - Author and illustrator. - Relationship between picture and story - Compare and contrast



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RL.2: Key Ideas and Textual Support Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes		
K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.	<ul style="list-style-type: none"> • Describe Characters: Jose Three; Mine; Ooey, Gooley Mud • Sum Up, Five Ws • Find an Answer: Moving Day; My Super Sticky Sandwich; Play Ball; The Alligator in the Library 	<ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension
K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.	<ul style="list-style-type: none"> • Sum Up, Remember Order • Sum Up, Five Ws • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Find an Answer: Moving Day; My Super Sticky Sandwich; Play Ball; The Alligator in the Library; Lost Socks 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
K.RL.2.3: Identify important elements of the text (e.g., characters, settings, or events).	<ul style="list-style-type: none"> • Describe Characters • Sum Up, Five Ws: Lumpy Mush; The Germs; Garden Visitors 	<ul style="list-style-type: none"> • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build comprehension
K.RL.2.4: Make predictions about what will happen in a story.	<ul style="list-style-type: none"> • Peek at the Story: The Alligator in the Library; Moving Day; Playing Ball; My Super Sticky Sandwich 	
RL.3: Structural Elements and Organization Build comprehension and appreciation of literature, using knowledge of literary structure and point of view		
K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<ul style="list-style-type: none"> • Nursery Rhymes: Mary Had a Little Lamb, Yankee Doodle, Eensy Weensy Spider • Traditional Tales • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> - Lost Socks - Lumpy Mush - Three Little Kittens - The Alligator in the Library - Garden Visitors - Traditional Tales book PDFs



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RL.3: Structural Elements and Organization Build comprehension and appreciation of literature, using knowledge of literary structure and point of view <i>continued</i>		
K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Decodable Books (See titles at end of document.)	<ul style="list-style-type: none"> • 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"> - 3 stories with comprehension strategies
RL.4: Connection of Ideas Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning		
K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About Pictures 	<ul style="list-style-type: none"> • 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"> - 31 stories with various strategies such as Peek at the Story and Use Clues to Guess
K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> • Compare Characters 	<ul style="list-style-type: none"> • 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"> - My Super Sticky Sandwich and Lumpy Mush - Lost Socks and Play Ball - At Camp and Family Vacation
READING NONFICTION		
RN.1: Learning Outcome for Reading Nonfiction Read and comprehend a variety of nonfiction independently and proficiently		
K.RN.1: Actively engage in group reading activities with purpose and understanding.		<ul style="list-style-type: none"> • Group reading activities.pdf: All activities, provide opportunities for engagement in group reading. <ul style="list-style-type: none"> - Key details - Story retelling - Identify story elements - Types of text - Author and illustrator - Relationship between picture and story - Compare and contrast



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RN.2: Key Ideas and Textual Support Extract and construct meaning from nonfiction texts using a range of comprehension skills		
K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	<ul style="list-style-type: none"> • Describe Characters: Fawn Eyes • Find an Answer: What Is a Cloud?; Seeing Fingers • Compare Characters: Legs • Sum Up, Five Ws 	
K.RN.2.2: With support, retell the main idea and key details of a text.	<ul style="list-style-type: none"> • Sum Up, Remember Order • Describe Characters: Fawn Eyes • Find an Answer: What Is a Cloud?; Seeing Fingers • Compare Characters: Legs 	<ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text.
K.RN.2.3: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Books: Fawn Eyes; Seeing Fingers; In the Rain; Legs; A Story in the Snow 	<ul style="list-style-type: none"> • Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.
RN.3: Features and Structures Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective		
K.RN.3.1: Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.	Prior to reading each online story, the front cover to each online book is displayed on the screen and the name of the title, author, and illustrator are read out loud. <ul style="list-style-type: none"> • Books: Fawn Eyes; What is a Cloud?; Seeing Fingers; Legs • Opposites • Pairs • Watch the Woolly Worm 	<ul style="list-style-type: none"> • Parts of a book.pdf: Identify the front cover, back cover, and title page of a book.
K.RN.3.2: Recognize that a nonfiction text can be structured to describe a topic.	<ul style="list-style-type: none"> • Books: Fawn Eyes; What is a Cloud?; Seeing Fingers; Legs; • Opposites; Pairs; Watch the Woolly Worm 	
RN.4: Connection of Ideas Build understanding of nonfiction texts by verifying points and making connections between topics and ideas		
K.RN.4.1: With support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> • Books: Seeing Fingers; Fawn Eyes 	<ul style="list-style-type: none"> • Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text.
K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> • Books: Garden Visitors and Creepy Crawlers; Seeing Fingers and Louis Braille 	<ul style="list-style-type: none"> • Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic.



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READING VOCABULARY		
RV.1: Learning Outcome for Reading Vocabulary Build and apply vocabulary using various strategies and sources		
K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts. • Vocab Introduction and Assessment	
RV.2: Vocabulary Building Use strategies to determine and clarify words and understand their relationships		
K.RV.2.2: Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	• Sort	• Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. - Object Sort
K.RV.2.4: Recognize frequently occurring inflections (e.g., look, looks).	• Song: More Than One • Plural Nouns	• Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. - Affixes and Inflections
RV.3: Vocabulary in Literature and Nonfiction Texts Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses		
K.RV.3.1: With support, ask and answer questions about unknown words in stories, poems, or songs.	• Vocab Introduction and Assessment	
K.RV.3.2: With support, ask and answer questions about unknown words in a nonfiction text.	• Vocab Introduction and Assessment	



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING		
W.1: Learning Outcome for Writing Write effectively for a variety of tasks, purposes, and audiences		
K.W.1: Write for specific purposes and audiences.		<ul style="list-style-type: none"> • 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"> - Write With Me
W.2: Handwriting Demonstrate the ability to write legibly		
K.W.2.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	<ul style="list-style-type: none"> • Letter Picture Writing (Aa-Zz) • Letter Pictures (Aa-Zz) 	<ul style="list-style-type: none"> • Printing upper and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting s (Aa-Zz)
K.W.2.2: Write by moving from left to right and top to bottom.	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing 	<ul style="list-style-type: none"> • Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality • Upper and lower case letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. • Write consonants and short vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
W.3: Writing Genres Develop writing skills by writing for different purposes and to specific audiences or people		
K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.		<ul style="list-style-type: none"> • 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"> - Fawn Eyes - A Story in the Snow



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W.3: Writing Genres Develop writing skills by writing for different purposes and to specific audiences or people <i>continued</i>		
K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.		<ul style="list-style-type: none"> • 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"> - Fawn Eyes - A Story in the Snow
K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.		<ul style="list-style-type: none"> • 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"> - The Germs - Lumpy Mush
W.4: The Writing Process Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
K.W.4.1a: Apply the writing process to With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. • 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"> - Family Vacation Creative Writing
K.W.4.1b: Use available technology to produce and publish writing.	<ul style="list-style-type: none"> • Word Processor 	



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>W.5: The Research Process Build knowledge about the research process and the topic under study by conducting short research</p>		
<p>K.W.5.1a: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade—appropriate texts, personal experiences, or people as sources of information on a topic.</p>	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me 	<ul style="list-style-type: none"> • Collaborative Writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Think and Write Activity • 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"> - Andy's Adventures - At Camp - I Go... - Together - Opposites
<p>W.6: Conventions of Standard English Demonstrate command of the conventions of standard English</p>		
<p>K.W.6.1: Demonstrate command of English grammar and usage, focusing on: K.W.6.1a: Nouns/Pronouns—Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).</p>	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; What Is a Sentence? • Nouns • Plural Nouns • Sentences 	
<p>K.W.6.1b: Verbs—Writing sentences that include verbs.</p>	<ul style="list-style-type: none"> • Songs: Verbs; What Is a Sentence? • Verbs • Sentences 	
<p>K.W.6.1e: Usage—Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).</p>	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences
<p>K.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on: K.W.6.2a: Capitalization—Capitalizing the first word in a sentence and the pronoun I.</p>	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - I Like Kites Punctuation



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W.6: Conventions of Standard English Demonstrate command of the conventions of standard English <i>continued</i>		
K.W.6.2b: Punctuation—Recognizing and naming end punctuation.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentence Marks 	<ul style="list-style-type: none"> • Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> - I Like Kites Punctuation
K.W.6.2c: Spelling—Spelling simple words phonetically, drawing on phonemic awareness.	<ul style="list-style-type: none"> • Barnyard Bash • Stick ‘n’ Spell • Circus Clown Climbers 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • 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"> - Spelling by Sound Activity
SPEAKING AND LISTENING		
SL.1: Learning Outcome for Speaking and Listening Develop and apply effective communication skills through speaking and active listening		
K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.		<ul style="list-style-type: none"> • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things • 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"> - My Super Sticky Sandwich - Ooey, Gooney Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		<ul style="list-style-type: none"> • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns



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SL.1: Learning Outcome for Speaking and Listening Develop and apply effective communication skills through speaking and active listening <i>continued</i>		
K.SL.2.3: Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.		<ul style="list-style-type: none"> • Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.	Students continually follow instructions in order to complete activities in Waterford. Each activity has unique interactions, requiring the student to listen carefully and respond promptly. Sometimes, the interactions include reading or speaking aloud. A Repeat button allows students to hear instructions again. <ul style="list-style-type: none"> • Science Investigation • Find an Answer 	<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things
K.SL.2.5: Continue a conversation through multiple exchanges.		<ul style="list-style-type: none"> • Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
SL.3: Comprehension Develop and apply active listening and interpretation skills using various strategies		
K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally.		<ul style="list-style-type: none"> • 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"> - My Super Sticky Sandwich - Ooey, Gooney Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SL.3: Comprehension Develop and apply active listening and interpretation skills using various strategies <i>continued</i>		
K.SL.3.2: Ask appropriate questions about what a speaker says.		<ul style="list-style-type: none"> • 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"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
SL.4: Presentation of Knowledge of Ideas Develop and apply speaking skills to communicate ideas effectively in a variety of situations		
K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.		<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things
K.SL.4.3: Give, restate, and follow simple two-step directions.	Students interacting with Waterford Reading often follow multi-step directions. <ul style="list-style-type: none"> • Barnyard Bash 	
MEDIA LITERACY		
ML.1: Learning Outcome for Media Literacy Develop an understanding of media and the roles and purposes of media		
K.ML.1: Recognize various types of media.		
ML.2: Media Literacy Recognize the purposes of media and the ways in which media can have influences		
K.ML.2.1: Recognize common signs and logos and identify commercials or advertisements.		



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
BASIC READING—GRADE ONE		
READING FOUNDATIONS		
RF.1: Learning Outcome for Reading Foundations Develop, build, and apply knowledge of foundational reading skills		
1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<ul style="list-style-type: none"> • Recall Details: Magic Porridge Pot • Traditional Tales (See titles at end of document.) • Sum up, 5 Ws • Print Concepts • Letter Sound • Blend Onset/Rime • Vocabulary • Find an Answer 	<ul style="list-style-type: none"> • Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
RF.2: Print Concepts Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories		
1.RF.2.1: Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check 1.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	<ul style="list-style-type: none"> • Songs: What Is a Sentence?, Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Sentence features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> - Sentence Strips - Language Concepts
1.RF.2.4: Learn and apply knowledge of alphabetical order.	<ul style="list-style-type: none"> • ABC Order 	



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.3: Phonological Awareness Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds		
1.RF.3.1: Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1: Identify and produce rhyming words.	<ul style="list-style-type: none"> • Rhyme • Finish the Picture • One Doesn't Rhyme • Right Final Sound • Final Sound Instruction 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable books and letter patterns - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks
1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.	<ul style="list-style-type: none"> • Song: Consonants Together • Blends • Blending • Blend/Onset Rime • Blending Riddles • Blend Every Sound • Stick 'n' Spell • Blending Dragon • Blend Individual Phonemes • Find the Picture: Ocean, Park, City, Kitchen, Toy Room, Farm 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Consonant Blending: -ck, cl-, spl- - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.	<ul style="list-style-type: none"> • Blending Dragon • Blend Individual Phonemes • Stick 'n' Spell 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable books and letter patterns - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks
1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.	<ul style="list-style-type: none"> • Stick 'n' Spell • Initial Sound • Right Final Sound • Final Sound • Where Is the Sound? • Blending Riddles 	<ul style="list-style-type: none"> • Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting: First Phoneme - Segmenting: Last Phoneme - Phoneme Categorization - Sound Sense Playing Cards



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.3: Phonological Awareness Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds <i>continued</i>		
1.RF.3.5: Segment the individual sounds in one-syllable words.	<ul style="list-style-type: none"> • Word Blending • Phoneme Segmentation 	<ul style="list-style-type: none"> • Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> - Counting Individual Phonemes - Phoneme Segmentation - Sound Sense Playing Cards
RF.4: Phonics Decode and read words by applying phonics and word analysis skills		
1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.)	<ul style="list-style-type: none"> • Songs: Consonants Together; Vowels; Blends: Consonants Together; Side by Side; 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? ; Bossy Mr. R • Letter Sound • Name that Sound • Spell and Blend • Say and Trace • Readable Books (See titles at end of document.) • Phoneme Segmentation • Word Mastery • Sound Room • Pattern Hunt • Key Word Screening • Word Blending • Letter Sound Screening 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Consonant Blending: -ck, cl-, spl- - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun! • Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> - Counting Individual Phonemes - Phoneme Segmentation - Sound Sense Playing Cards



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.4: Phonics Decode and read words by applying phonics and word analysis skills <i>continued</i>		
1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	<ul style="list-style-type: none"> • Songs: Consonants Together; Vowels Side by Side; Sneaky Magic E; C and G; Key Words • Letter Sound • Name That Sound • Readable Books (See titles at end of document.) • Word Mastery • Key Word Match • Pattern Hunt • Spell and Blend • Word Construction • Word Pattern Spelling • Word Pattern • Key Word Screening • Say and Trace 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable books and letter patterns - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards
1.RF.4.3: Apply knowledge of final—e and common vowel teams (vowel digraphs) for representing long vowel sounds.	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Pattern Hunt • Key Word • Word Construction • Word Pattern • Key Word Screening • Word Blending • Word Mastery • Mystery Words • Watch Me Read 	<ul style="list-style-type: none"> • 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"> - Level Two Scope and Sequence of Skills - Pattern Word Building - Word Study Introduction - Spelling
1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	<ul style="list-style-type: none"> • Word Mastery • Power Words • Readable Books (See titles at end of document.) • Rascal Presents a Word • Spelling Scramble 	<ul style="list-style-type: none"> • Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.4: Phonics Decode and read words by applying phonics and word analysis skills <i>continued</i>		
1.RF.4.5: Read words in common word families (e.g., -at, -ate).	<ul style="list-style-type: none"> • Pattern Hunt • Word Pattern • Readable—Read/Record (See titles at end of document.) • Say and Trace • Key Words song 	
1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).	<ul style="list-style-type: none"> • 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; Contraction Action • Compound Words Assessment • Past Tense Verbs • Key Word Screening • Contractions • Double the Fun • Plural Nouns • Comparatives • Suffixes 	<ul style="list-style-type: none"> • Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> - Pattern Word Building: Double the Letter - Language Concept: Plural Nouns • Verbs.pdf: Use verbs to convey a sense of past, present, and future.
RF.5: Fluency Demonstrate accuracy and fluency when reading		
1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> • Readable—Read/Record • Reading Tutorial • Expression Instruction: Quotations; Questions; Pauses; Phrases; Exclamations • Fluency Speed • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Level Two Books Chart • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING LITERATURE		
RL.1: Learning Outcome for Reading Literature Read and comprehend a variety of literature independently and proficiently		
1.RL.1: With support, read and comprehend literature that is grade-level appropriate.	<ul style="list-style-type: none"> • Connect to Me • Traditional Tales • Compare Characters • Describe Characters • Peek At The Story • Sum Up, Remember Order • Sum Up, 5 Ws • Build Knowledge • Recall Details • Ask A Question • Traditional Tales books • Readable Books (See titles at end of document.)	
RL.2: Key Ideas and Textual Support Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes		
1.RL.2.1: Ask and answer questions about main idea and key details in a text.	<ul style="list-style-type: none"> • Recall Details: Magic Porridge Pot • Traditional Tales (See titles at end of document.) <ul style="list-style-type: none"> • Sum up, 5 Ws: The Shoemaker and the Elves 	<ul style="list-style-type: none"> • Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Sum Up, Remember Order • Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RL.2: Key Ideas and Textual Support Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes <i>continued</i>		
1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.	<ul style="list-style-type: none"> • Describe Characters: Anansi and the Seven Yam Hills; The Brothers • Compare Characters: The City Mouse and the Country Mouse • Sum Up, Five Ws • Sum Up, Remember Order: Mr. Lucky Straw; The Three Wishes; The Gingerbread Man • Traditional Tales: Anansi and the Seven Yam Hills; The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man 	<ul style="list-style-type: none"> • Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs
1.RL.2.4: Make and confirm predictions about what will happen next in a story.	<ul style="list-style-type: none"> • Peek at the Story: The Three Little Pigs; The Ugly Duckling 	
RL.3: Structural Elements and Organization Build comprehension and appreciation of literature, using knowledge of literary structure and point of view		
1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Describe Characters: The Brothers and Anansi and the Seven Yam Hills 	
1.RL.3.2: Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> • Build Knowledge • Describe Characters 	<ul style="list-style-type: none"> • Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw
RL.4: Connection of Ideas Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning		
1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> • Sum Up, Remember Order: The Gingerbread Man; The Three Wishes; Mr. Lucky Straw • Sum Up, Five Ws: The Three Little Pigs • Traditional Tales: The Gingerbread Man; The Three Wishes; Mr. Lucky Straw; The Three Little Pigs • Describe Characters 	<ul style="list-style-type: none"> • Describe the story.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> - The Gingerbread Man - The Little Red Hen - The City Mouse and the Country Mouse - The Brothers



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>RL.4: Connection of Ideas Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning <i>continued</i></p>		
<p>1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.</p>	<ul style="list-style-type: none"> • Describe Characters: Anansi and the Seven Yam Hills; The Brothers • Compare Characters: City Mouse and the Country Mouse • Traditional Tales: Anansi and the Seven Yam Hills; The Brothers; City Mouse and the Country Mouse 	<ul style="list-style-type: none"> • Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse
<p>READING NONFICTION</p>		
<p>RN.1: Learning Outcome for Reading Nonfiction Read and comprehend a variety of nonfiction independently and proficiently</p>		
<p>1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.</p>	<ul style="list-style-type: none"> • Informational Books - Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> • Informational reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1. <ul style="list-style-type: none"> - Water Is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to be a Scientist Like Jane Goodall - I Want to be a Scientist Like George Washington Carver - I Want to be a Scientist Like George and Wilbur Wright
<p>RN.2: Key Ideas and Textual Support Extract and construct meaning from nonfiction texts using a range of comprehension skills</p>		
<p>1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.</p>	<ul style="list-style-type: none"> • Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat • Recall Details • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Key details_1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Water Is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to be a Scientist Like Jane Goodall - I Want to be a Scientist Like George Washington Carver - I Want to be a Scientist Like George and Wilbur Wright



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RN.2: Key Ideas and Textual Support Extract and construct meaning from nonfiction texts using a range of comprehension skills <i>continued</i>		
1.RN.2.2: Retell main ideas and key details of a text.	<ul style="list-style-type: none"> Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Water Is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to be a Scientist Like Jane Goodall I Want to be a Scientist Like George Washington Carver I Want to be a Scientist Like George and Wilbur Wright
1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat Build Knowledge: Moon Song Connect to Me Sum Up, Five Ws 	<ul style="list-style-type: none"> Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> Making Connections: I Want to be a Scientist Like...
RN.3: Features and Structures Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective		
1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	<ul style="list-style-type: none"> Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> 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"> How to Grow a Garden 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"> Star Pictures
1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	<ul style="list-style-type: none"> Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> Information versus story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RN.4: Connection of Ideas Build understanding of nonfiction texts by verifying points and making connections between topics and ideas		
1.RN.4.1: Identify the reasons the author gives to support points in a text.	<ul style="list-style-type: none"> Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> How to Grow a Garden
1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> Books: Garden Visitors and Creepy Crawlers 	<ul style="list-style-type: none"> Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic.
READING VOCABULARY		
RV.1: Learning Outcome for Reading Vocabulary Build and apply vocabulary using various strategies and sources		
1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<ul style="list-style-type: none"> Readable Jump Through: Old King Dune; Can We Still Be Friends?; What Do I Spy? 	<ul style="list-style-type: none"> Information versus story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.
RV.2: Vocabulary Building Use strategies to determine and clarify words and understand their relationships		
1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	<ul style="list-style-type: none"> Look for a Clue song Rusty and Rosy's Clues Use a Clue: Don't Be Scared; Nice Mice; Gail's Adventure; Do You Have My Shoes?; Vito's Big Night Readable Walk-through (See titles at end of document.) 	<ul style="list-style-type: none"> 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"> Can Matilda Get the Cheese? What Is in the Tree? Will You Play with Me?
1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).	<ul style="list-style-type: none"> Book: The Birds, the Beasts, and the Bat Sort Opposites 	<ul style="list-style-type: none"> 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"> Sorting Objects



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RV.2: Vocabulary Building Use strategies to determine and clarify words and understand their relationships <i>continued</i>		
1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	<ul style="list-style-type: none"> • Songs: More Than One; Double the Fun; Put It at the Front; Put It at the End • Double the Fun • Prefixes • Suffixes • Tricky Y to I song • Change Y to I 	<ul style="list-style-type: none"> • 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"> - Affixes and Inflections • Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms. <ul style="list-style-type: none"> - Affixes and Inflections
RV.3: Vocabulary in Literature and Nonfiction Texts Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses		
1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	<ul style="list-style-type: none"> • Songs: Synonym Tree; Sentence Marks 	<ul style="list-style-type: none"> • 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"> - Lizard and the Painted Rock - The Big Mitten - City Mouse and Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling
1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	Waterford Early Learning provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. <ul style="list-style-type: none"> • Vocabulary • Water Is All Around • Animal Bodies • Star Pictures • I Want to Be a Scientist Like Jane Goodall • I Want to Be a Scientist Like George Washington Carver • I Want to Be a Scientist Like Orville and Wilbur Wright • I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> • 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"> - Animal Bodies - Star Pictures



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WRITING		
W.1: Learning Outcome for Writing Write effectively for a variety of tasks, purposes, and audiences		
1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.		<ul style="list-style-type: none"> • 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"> - Opinion Writing Activities • 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"> - Narrative Writing Activities • 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.
W.2: Handwriting Demonstrate the ability to write legibly		
1.W.2.1.: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	<ul style="list-style-type: none"> • Letter Picture Writing (Aa-Zz) • Letter Pictures (Aa-Zz) 	<ul style="list-style-type: none"> • Print all upper- and lowercase letters.pdf: Print all upper—and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting s (Aa-Zz)
W.3: Writing Genres Develop writing skills by writing for different purposes and to specific audiences or people		
1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.		<ul style="list-style-type: none"> • 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"> - Opinion Writing Activities
1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.		<ul style="list-style-type: none"> • Writing with opinions.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W.3: Writing Genres Develop writing skills by writing for different purposes and to specific audiences or people <i>continued</i>		
1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.		<ul style="list-style-type: none"> 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"> Narrative Writing Activities
W.4: The Writing Process Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
1.W.4.1a: Apply the writing process to—With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.	<ul style="list-style-type: none"> Prewrite: Mapping; Word Bank Edit: Capitals, Punctuation; End Punctuation; Commas; Spelling; Tricky Spelling Revise: Add Details; Start Sentences Differently; Use Interesting Words; Stick to the Topic; Delete Extra Words 	<ul style="list-style-type: none"> 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"> The Writing Process (including Proofreading Chart)
1.W.4.1b: Apply the writing process to—Use available technology to publish legible documents.	<ul style="list-style-type: none"> Word Processor 	
W.5: The Research Process Build knowledge about the research process and the topic under study by conducting short research		
1.W.5.1a: With support, conduct simple research on a topic. Identify several sources of information and indicate the sources. Make informal presentations on information gathered.		<ul style="list-style-type: none"> Identify the Main Topic.pdf: Students read books together and discuss the key details. Teachers can model gathering research. Students discuss the topics with support from the text.
1.W.5.1b: With support, conduct simple research on a topic. Organize information, using graphic organizers or other aids.	Create a playlist and model good writing practices using the following activities: <ul style="list-style-type: none"> Writing Introduction Prewriting First Draft Editing 	<ul style="list-style-type: none"> Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart)



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W.6: Conventions of Standard English Demonstrate command of the conventions of standard English		
1.W.6.1: Demonstrate command of English grammar and usage, focusing on: 1.W.6.1a: Nouns/Pronouns—Writing sentences that include common and proper nouns and personal pronouns.	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; Pronouns • Nouns • Plural Nouns • Pronouns 	<ul style="list-style-type: none"> • Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: “Nouns” - Nouns • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns
1.W.6.1b: Verbs—Writing sentences using verbs to convey a sense of past, present, and future.	<ul style="list-style-type: none"> • Songs: Verbs; It Happened Yesterday • Verbs • Past Tense Verbs 	<ul style="list-style-type: none"> • Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs
1.W.6.1e: Usage—Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> • Song: What Is a Sentence?; Sentence Marks • Sentences Practice • Sentence Marks 	<ul style="list-style-type: none"> • 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"> - Types of Sentences - Skill Builder Song
1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on: 1.W.6.2a: Capitalization—Capitalizing the first word of a sentence, dates, names of people, and the pronoun I	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Capital Letters (Proper Nouns); Capital Letter (Days); Capital Letter (Places) • Sentences • Edit Capitals • Edit Calendar Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> - Capitalization
1.W.6.2b: Punctuation—Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma (In a Series); What Is a Sentence?; Sentence Marks • Edit Commas • Sentence Marks • Edit End Punctuation 	<ul style="list-style-type: none"> • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - What’s My Sentence? - A Closer Look - Sentence Strips - Punctuation - Sentences • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W.6: Conventions of Standard English Demonstrate command of the conventions of standard English <i>continued</i>		
1.W.6.2c: Spelling— Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade—appropriate high-frequency words.	<ul style="list-style-type: none"> • Letter Sound • Word Pattern Spelling • Spelling Scramble • All-Star Spelling • Spell and Blend • Edit Spelling • Spelling 	
SPEAKING AND LISTENING		
SL.1: Learning Outcome for Speaking and Listening Develop and apply effective communication skills through speaking and active listening		
1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.		<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity
SL.2: Discussion and Collaboration Develop and apply reciprocal communication skills by participating in a range of collaborative discussions		
1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity
1.SL.2.3: Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.		<ul style="list-style-type: none"> • Conversation building.pdf: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> - Discussion Rules Activity
1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.		<ul style="list-style-type: none"> • Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> - Discussion Rules Activity
1.SL.2.5: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.		<ul style="list-style-type: none"> • Conversation building.pdf: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> - Discussion Rules Activity



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SL.3: Comprehension Develop and apply active listening and interpretation skills using various strategies		
1.SL.3.1: 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"> • Recall Details • Sum Up, Five Ws • Ask a Question 	<ul style="list-style-type: none"> • 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"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood.		<ul style="list-style-type: none"> • Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> - Ask and Answer Activity
SL.4: Presentation of Knowledge of Ideas Develop and apply speaking skills to communicate ideas effectively in a variety of situations		
1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.		<ul style="list-style-type: none"> • 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"> - Ask and Answer Activity
1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> • Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Visual Aids and Recording Activity
1.SL.4.3: Give and follow three- and four-step directions.	<ul style="list-style-type: none"> • Readable Word Play • Spelling Instruction 	<ul style="list-style-type: none"> • Tell A Story Activity.pdf: Compare formal and informal uses of English. • 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"> - Ask and Answer Activity



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MEDIA LITERACY		
ML.1: Learning Outcome for Media Literacy Develop an understanding of media and the roles and purposes of media		
1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.		
ML.2: Media Literacy Recognize the purposes of media and the ways in which media can have influences		
1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.		
FLUENT READING—GRADE TWO		
READING FOUNDATIONS		
RF.1: Learning Outcome for Reading Foundations Develop, build, and apply knowledge of foundational reading skills		
2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<ul style="list-style-type: none"> • Compare Characters • Map the Story • Sum Up—Remember Order • Read-Along Books (See titles at end of document.) • Sum up, 5 Ws • Print Concepts • Letter Sound • Blend Onset/Rime • Vocabulary • Find an Answer 	<ul style="list-style-type: none"> • 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"> - 30 Readable Books/Fluency Comprehension and Speed Titles



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.2: Print Concepts Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories		
2.RF.2.1: Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Waterford Early Learning delivers extensive instruction on the organization and basic features of print. With frequent review, students are encouraged to build upon previous learning. <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Read-Along Books 	<ul style="list-style-type: none"> •
2.RF.2.2: Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2: Recognize that written words are made up of sequences of letters.	Waterford Early Learning delivers extensive instruction on the organization and basic features of print. With frequent review, students are encouraged to build upon previous learning. <ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Read-Along Books 	
2.RF.2.3: Students are expected to build upon and continue applying concepts learned previously. K.RF.2.3: Recognize that words are combined to form sentences.	Waterford Early Learning delivers extensive instruction on the organization and basic features of print. With frequent review, students are encouraged to build upon previous learning. <ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentence Marks song • Sentences • Sentence Marks • Look, Listen, and Match • Print Concepts • Print Directionality 	
2.RF.2.4: Students are expected to build upon and continue applying concepts learned previously. K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.	Waterford Early Learning delivers extensive instruction on the organization and basic features of print. With frequent review, students are encouraged to build upon previous learning. <ul style="list-style-type: none"> • Alphabet Songs • Letter Pictures 	<ul style="list-style-type: none"> • Consulting reference materials.pdf: Consult reference materials including beginning dictionaries, as needed to check and correct spellings.



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.3: Phonological Awareness Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds		
2.RF.3.1: Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1: Identify and produce rhyming words.	<ul style="list-style-type: none"> Poetry Book 1 and 2 	<ul style="list-style-type: none"> Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> Poetry Book 1 and 2 Bad News Shoes Movin' to the Music Time Winter Snoozers
2.RF.3.2: Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.	<ul style="list-style-type: none"> Spell and Blend 	<ul style="list-style-type: none"> 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"> Blending Onset/Rime Phoneme Blending Sound Sense Bingo Cards Sound Sense Playing Cards
2.RF.3.3: Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.	<ul style="list-style-type: none"> Spelling Exploration Readable Word Play 	<ul style="list-style-type: none"> Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words.
2.RF.3.4: Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.	<ul style="list-style-type: none"> Spelling Exploration Readable Word Play 	<ul style="list-style-type: none"> Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words.
2.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5: Segment the individual sounds in one-syllable words. 1.RF.3.4: - Distinguish beginning, middle (medial), and final sounds in single-syllable words.	<ul style="list-style-type: none"> Spelling Exploration Readable Word Play 	<ul style="list-style-type: none"> Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words.



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>RF.4: Phonics Decode and read words by applying phonics and word analysis skills</p>		
<p>2.RF.4.1: Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.)</p>	<ul style="list-style-type: none"> • 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?; Consonants Together; Vowels Side by Side; Bossy Mr. R • Word Mastery • Word Mastery Games • Pattern Hunt • Spell and Blend • Word Pattern Spelling • Say and Trace • Word Blending • Letter Sound Screening • Letter Sound • Name that Sound • Spell and Blend • Say and Trace • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Consonant Blending: -ck, cl-, spl- - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
<p>2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.</p>	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; C and G; Key Words • Word Work: Three Syllable Types; Four Syllable Types; Five Syllable Types; Six Syllable Types • Word Mastery • Watch Me Read/Mystery Words • Key Words • Pattern Hunt • Word Construction • Word Patterns • Say and Trace 	<ul style="list-style-type: none"> • Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> - 30 Fluency Check Sheets



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.4: Phonics Decode and read words by applying phonics and word analysis skills <i>continued</i>		
2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> • Song: Vowels Side by Side • Sort: Three sounds of ea (short e, long e, & long a); Long a; Long e; ey/ie; ea/ei /eigh; Short vowel/magic e review • Word Work 	<ul style="list-style-type: none"> • Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> - Lessons 1: /ā/; /ō/; / ī /; /ū/ - Readable Check Sheets • Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - 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
2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).	<ul style="list-style-type: none"> • Word Recognition • Automatic Word Recognition • Power Words • Readable/Record/Listen Books (See titles at end of document.) • Word Work • All-star Spelling • Read-Along Books 	<ul style="list-style-type: none"> • Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /ī/ - Lesson 2: /ō/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals
2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).	<ul style="list-style-type: none"> • Sort • Word Work • Word Recognition • Read-Along Books • Informational Books (See titles at end of document.) 	



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RF.4: Phonics Decode and read words by applying phonics and word analysis skills <i>continued</i>		
2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten’s, sisters’), and compound words.	<ul style="list-style-type: none"> • 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; Contraction Action; Apostrophe Pig; Compound Words • Endings: Change Y to I • Change Y to I • Automatic Word Recognition • Comparatives • Suffixes • Prefixes • Word Work 	<ul style="list-style-type: none"> • 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"> - Invent a Word: Prefixes - Build a Word: Prefixes - Prefixes
RF.5: Fluency Demonstrate accuracy and fluency when reading		
2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> • Expression: Quotations; Questions; Pauses; Phrases; Exclamations • Fluency Comprehension and Speed Books (See titles at end of document.) • Read-Along Books • The Mighty Sparrow: Expression Recordings 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 30 Readable Books/Fluency • Comprehension and Speed Titles <ul style="list-style-type: none"> - Fluency Check Sheets
READING LITERATURE		
RL.1: Learning Outcome for Reading Literature Read and comprehend a variety of literature independently and proficiently		
2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> • Peek At The Story • Sum Up, Remember Order • Sum Up, 5 Ws • Build Knowledge • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading Check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 30 Comprehension Discussion Activities



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RL.2: Key Ideas and Textual Support Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes		
2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	<ul style="list-style-type: none"> • Map the Story • Sum up, 5 Ws 	<ul style="list-style-type: none"> • 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"> - 52 Online books with suggested discussion questions to demonstrate comprehension.
2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> • Sum Up, Remember Order: Noise? What Noise?; Lorenzo’s Llama; The Story Cloth; Great White Bird; The Sweater; Turtle’s Pond • Read-Along Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Why Wind and Water Fight - How Rivers Began - The Snow Lion - The Story of Tong and Mai Nhia
2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.	<ul style="list-style-type: none"> • Compare Characters: Why Wind and Water Fight • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - What If You Were an Octopus? - Why Wind and Water Fight
2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	<ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/Check My Guess) • Peek at the Story: Bad News Shoes; I Met a Monster; Bandage Bandit; Rocks in My Socks; The Snow Lion; Snake Weaves a Rug; The Courage to Learn; The Bee’s Secret; How Rivers Began; Pencil Magic; Elephant Upstairs; Reaching Above • Check My Guess: Bad News Shoes; I Met a Monster; Bandage Bandit; Rocks in My Socks; The Snow Lion; Snake Weaves a Rug 	
RL.3: Structural Elements and Organization Build comprehension and appreciation of literature, using knowledge of literary structure and point of view		
2.RL.3.1: 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"> • Sum Up, Remember Order • Map the Story • Song: Reading Detective 	



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RL.3: Structural Elements and Organization Build comprehension and appreciation of literature, using knowledge of literary structure and point of view <i>continued</i>		
2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	<ul style="list-style-type: none"> Expression: Quotations 	<ul style="list-style-type: none"> 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"> Story Structure Activity
RL.4: Connection of Ideas Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning		
2.RL.4.1: 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"> Read-Along Books: The Show; Barnaby; Dinosaur Bones; Animals in the House; Mike and the Mice; Cow on the Hill; My Shark; Clouds; Jade’s Note; A Noise in the Night; Bertie; Cory’s Horn; Strawberry Jam; The Lion and the Mouse; Lightning Bugs; Andrew’s News; Sue’s Slime; The Name of the Tree; Troll’s Visit; Louis Braille: Light Out of Darkness; The Giant and the Hare; Frank’s Pranks; Photos For Phil; Through the Back Fence; Moose Are Not Meese; Little Barry Busy; Fudge For Sale 	<ul style="list-style-type: none"> 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"> 27 Stories with suggested discussion questions provided to build comprehension
2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	<ul style="list-style-type: none"> Describe Characters: Anansi and the Seven Yam Hills, The Brothers Compare Characters: City Mouse and the Country Mouse Traditional Tales: Anansi and the Seven Yam Hills, The Brothers, City Mouse and the Country Mouse 	<ul style="list-style-type: none"> 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"> Story Variations Activity
READING NONFICTION		
RN.1: Learning Outcome for Reading Nonfiction Read and comprehend a variety of nonfiction independently and proficiently		
2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> Informational Books: Sound, White-tailed Deer, The Talking Lizard, Water, Sequoyah’s Talking Leaves, Winter Snoozers, Amazing Tails, The Pizza Book, The Piñata Book, Discovering Dinosaurs, Treasures from the Loom, The Courage to Learn, The Bee’s Secret, Reaching Above 	



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RN.2: Key Ideas and Textual Support Extract and construct meaning from nonfiction texts using a range of comprehension skills		
2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	<ul style="list-style-type: none"> • Compare Characters: The Talking Lizard; Winter Snoozers; • Build Knowledge: The Pizza Book; The Piñata Book; Discovering Dinosaurs • Map the Story: The Courage to Learn, The Bee’s Secret, Reaching Above 	<ul style="list-style-type: none"> • 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"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes
2.RN.2.2: Identify the main idea of a multi-paragraph text and the topic of each paragraph.	<ul style="list-style-type: none"> • Books: Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah’s Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; The Bee’s Secret; Reaching Above 	<ul style="list-style-type: none"> • 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"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee’s Secret - Reaching Above
2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	<ul style="list-style-type: none"> • Informational Books: The Pizza Book; The Piñata Book; Louis Braille; The Courage to Learn • Build Knowledge: The Pizza Book; The Piñata Book 	<ul style="list-style-type: none"> • 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"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs
RN.3: Features and Structures Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective		
2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	<ul style="list-style-type: none"> • Book: Sound • The Reading Detective song 	<ul style="list-style-type: none"> • 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"> - How to Grow a Garden • Information vs. Story pdf Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RN.3: Features and Structures Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective <i>continued</i>		
2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	<ul style="list-style-type: none"> Books: Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah’s Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; The Bee’s Secret; Reaching Above 	<ul style="list-style-type: none"> Information versus story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.
2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.		<ul style="list-style-type: none"> 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"> Great White Bird The Pizza Book The Piñata Book The Talking Lizard The Courage to Learn The Bee’s Secret Reaching Above
RN.4: Connection of Ideas Build understanding of nonfiction texts by verifying points and making connections between topics and ideas		
2.RN.4.1: Describe how an author uses facts to support specific points in a text.		<ul style="list-style-type: none"> Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> How to Grow a Garden
2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.		<ul style="list-style-type: none"> Compare and contrast.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> Venn Diagram Activity: Penguins and Falcons



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING VOCABULARY		
RV.1: Learning Outcome for Reading Vocabulary Build and apply vocabulary using various strategies and sources		
2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<ul style="list-style-type: none"> • Vocabulary • Build Vocabulary—Little Tree, All on the Same Earth, The Pizza Book, The Piñata Book, Discovering Dinosaurs, Macaw’s Chorus • Antonyms • Homophones • Fluency Comprehension Books • Readable/Record/Listen Books • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Using words learned through everyday use.pdf: 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.
RV.2: Vocabulary Building Use strategies to determine and clarify words and understand their relationships		
2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	<ul style="list-style-type: none"> • Use a Clue 	<ul style="list-style-type: none"> • Using the root word to determine meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Fluency Check Sheets
2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	<ul style="list-style-type: none"> • Songs: Synonym Tree; Antonym Ant • Synonyms • Antonyms 	
2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	<ul style="list-style-type: none"> • Songs: Put It at the Front, Let’s Compare, Put It at the End • Prefixes • Comparatives • Suffixes 	<ul style="list-style-type: none"> • 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"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes • 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"> - Comparatives - Prefixes - Suffixes



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RV.2: Vocabulary Building Use strategies to determine and clarify words and understand their relationships <i>continued</i>		
2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<ul style="list-style-type: none"> • Song: Reading Detective (Build Vocabulary) 	<ul style="list-style-type: none"> • 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"> - Vocabulary Dictionary
RV.3: Vocabulary in Literature and Nonfiction Texts Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses		
2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> • Poetry Book 1 and 2 • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 and 2 - Bad News Shoes - Movin' to the Music Time - Winter Snoozers
2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	Waterford Reading provides many activities related to vocabulary acquisition and use. Online books within Waterford include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and they see a pop-up with the definition and an illustration. <ul style="list-style-type: none"> • Vocabulary Words • Build Vocabulary: The Pizza Book, The Piñata Book, Discovering Dinosaurs • Reading Detective (Build Vocabulary) song • Rusty and Rosie's Clues • Use a Clue 	<ul style="list-style-type: none"> • 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"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING		
W.1: Learning Outcome for Writing Write effectively for a variety of tasks, purposes, and audiences		
2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	<ul style="list-style-type: none"> • Writing Introduction • Edit: Spelling, Tricky Spelling, Punctuation, Capitals, End Punctuation, Commas • Revise: Start Sentences Differently, Delete Extra Words, Add Details, Use Interesting Words, Stick to the Topic • First Draft • Prewrite Mapping, Word Bank • Word Processor 	
W.2: Handwriting Demonstrate the ability to write legibly		
2.W.2.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.		<ul style="list-style-type: none"> • Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Visual Aids and Recording Activity
2.W.2.2: Students are expected to build upon and continue applying concepts learned previously. K.W.2.2: Write by moving from left to right and top to bottom.		<ul style="list-style-type: none"> • 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"> - 15 Narrative Story Examples
W.3: Writing Genres Develop writing skills by writing for different purposes and to specific audiences or people		
2.W.3.1: Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.		<ul style="list-style-type: none"> • 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"> - Bad News Shoes - The Piñata Book - Winter Snoozers



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W.3: Writing Genres Develop writing skills by writing for different purposes and to specific audiences or people <i>continued</i>		
2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	<ul style="list-style-type: none"> • Word Processor • Prewrite Mapping • Revise: Stick to the Topic 	<ul style="list-style-type: none"> • 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"> - Noise? What Noise? - The Pizza Books - Little Tree
2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that: Include a beginning. Use temporal words to signal event order (e.g., first of all). Provide details to describe actions, thoughts, and feelings. Provide an ending.	<ul style="list-style-type: none"> • Word Processor • Prewrite Mapping • Revise: Add Details, Start Sentences Differently, Use Interesting Words 	<ul style="list-style-type: none"> • 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"> - 15 Narrative Story Examples
W.4: The Writing Process Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
2.W.4: Apply the writing process to— Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite: Mapping, Word Bank • Edit: Spelling, Tricky Spelling, Punctuation, Capitals, End Punctuation, Commas • Revise: Start Sentences Differently; Delete Extra Words; Add Details; Use Interesting Words; Stick to the Topic • Spell and Blend 	
2.W.4: Apply the writing process to— Use available technology to publish legible documents.	<ul style="list-style-type: none"> • Word Processor 	



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W.5: The Research Process Build knowledge about the research process and the topic under study by conducting short research		
2.W.5: With support, conduct short research on a topic. Find information on a topic of interest (e.g., cardinals). Identify various visual and text reference sources. Organize, summarize, and present the information, choosing from a variety of formats.	<ul style="list-style-type: none"> • Prewrite: Mapping • Writing Introduction 	<ul style="list-style-type: none"> • Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree • Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee’s Secret
W.6: Conventions of Standard English Demonstrate command of the conventions of standard English		
2.W.6.1: Demonstrate command of English grammar and usage, focusing on: 2.W.6.1a: Nouns/Pronouns— Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.	<ul style="list-style-type: none"> • Songs: Nouns; Strange Spelling • Irregular Plurals • Moose are not Meese • Plural Nouns • Songs: Pronouns; More Than One • Pronouns 	<ul style="list-style-type: none"> • Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words. • Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> - Reflexive Pronouns
2.W.6.1b: Verbs— Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.	<ul style="list-style-type: none"> • Songs: Irregular Verbs; More About Verbs; Verbs • Irregular Verbs • Nonaction Verbs 	<ul style="list-style-type: none"> • Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> - Writing about the Past Activity - Irregular Verbs
2.W.6.1c: Adjectives/ Adverbs— Writing sentences that use adjectives and adverbs.	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs 	<ul style="list-style-type: none"> • 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"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs, and Adjectives - Adjectives - Adverbs



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>W.6: Conventions of Standard English Demonstrate command of the conventions of standard English <i>continued</i></p>		
<p>2.W.6.1e: Usage— Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Revise: Start Sentences Differently • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence • Writing Narratives.pdf: Students are provided a variety of opportunities to practice writing in a variety of sentence types.
<p>W.6: Conventions of Standard English Demonstrate command of the conventions of standard English</p>		
<p>2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on: 2.W.6.2a: Capitalization— Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p>	<ul style="list-style-type: none"> • Songs: Capital Letters (Proper Nouns; Days; Places; Titles) • Edit Capitals • Edit Calendar Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization
<p>2.W.6.2b: Punctuation— Correctly using a period, question mark, or exclamation mark at the end of a sentence. Using an apostrophe to form contractions and singular possessive nouns. Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma (In a Letter); Comma, Comma, Comma (In a Series) • Edit Punctuation • Edit End Punctuation • Edit Commas 	



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>W.6: Conventions of Standard English Demonstrate command of the conventions of standard English <i>continued</i></p>		
<p>2.W.6.2c: Spelling— Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words. Correctly spelling common irregularly—spelled grade-appropriate high frequency words.</p>	<ul style="list-style-type: none"> • Songs: Bossy Mr. R, Vowels Side by Side, Silent Letters • All Star Spelling • Power Words • Word Work • Spelling Exploration • Spell and Blend • Word Pattern Spelling • Say and Trace • Spelling Scramble 	
<p>SPEAKING AND LISTENING</p>		
<p>SL.1: Learning Outcome for Speaking and Listening Develop and apply effective communication skills through speaking and active listening</p>		
<p>2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>		<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity
<p>SL.2: Discussion and Collaboration Develop and apply reciprocal communication skills by participating in a range of collaborative discussions</p>		
<p>2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>		<ul style="list-style-type: none"> • Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<p>2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.</p>		<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity
<p>2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>		<ul style="list-style-type: none"> • Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> - Ball Toss Activity



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SL.2: Discussion and Collaboration Develop and apply reciprocal communication skills by participating in a range of collaborative discussions <i>continued</i>		
2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others.		<ul style="list-style-type: none"> • Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> - Ball Toss Activity
SL.3: Comprehension Develop and apply active listening and interpretation skills using various strategies		
2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase 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"> • 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"> - 30 Readable Books/Fluency Comprehension and Speed Titles - Turtle's Pond
2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.		<ul style="list-style-type: none"> • Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> - Ball Toss Activity
SL.4: Presentation of Knowledge of Ideas Develop and apply speaking skills to communicate ideas effectively in a variety of situations		
2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.		<ul style="list-style-type: none"> • Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> - Tell a Story Activity
2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> • Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Visual Aids and Recording Activity
2.SL.4.3: Give and follow multistep directions.	<ul style="list-style-type: none"> • Prewrite: Mapping; Word Bank 	<ul style="list-style-type: none"> • Tell a Story Activity.pdf: Compare formal and informal uses of English.



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MEDIA LITERACY		
ML.1: Learning Outcome for Media Literacy Develop an understanding of media and the roles and purposes of media		
2.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.		
ML.2: Media Literacy Recognize the purposes of media and the ways in which media can have influences		
2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.		



PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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



FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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

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



ALBUMS

Beginning Math Songs: Volume 1

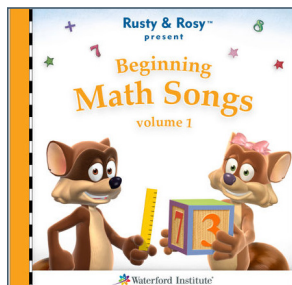
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

Nursery Songs and Rhymes

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

Beginning Reading Songs

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



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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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

MY BACKPACK APP

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

