

CURRICULUM *Correlation*

*Waterford
Reading &
Classroom
Advantage*

100%

*Maryland
College and
Career Readiness
Standards:
English Language
Arts*

TABLE OF CONTENTS



OVERVIEW	1
READING LEVEL 1—KINDERGARTEN	2
Reading Standards for Literature	2
Reading Standards for Informational Text	3
Reading Standards: Foundational Skills	5
Writing Standards	12
Speaking and Listening Standards	13
Language Standards	15
READING LEVEL 2—FIRST GRADE	18
Reading Standards for Literature	18
Reading Standards for Informational Text	20
Reading Standards: Foundational Skills	23
Writing Standards	28
Speaking and Listening Standards	30
Language Standards	31
READING LEVEL 3—SECOND GRADE	35
Reading Standards for Literature	35
Reading Standards for Informational Text	38
Reading Standards: Foundational Skills	41
Writing Standards	45
Speaking and Listening Standards	47
Language Standards	49
WATERFORD BOOKS AND RELATED ACTIVITIES	54

OVERVIEW



This document provides a detailed correlation of WATERFORD READING AND CLASSROOM ADVANTAGE and MARYLAND COLLEGE AND CAREER READINESS: ENGLISH LANGUAGE ARTS.

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

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

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

PERSONALIZED LEARNING FOR STUDENTS

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

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

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

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

COLLABORATIVE LEARNING FOR GROUP

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

DOCUMENT ORGANIZATION

This document includes a correlation chart with the following columns:

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





MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
READING LEVEL 1—KINDERGARTEN		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
1. With prompting and support, ask and answer about detail(s) in a text.	<ul style="list-style-type: none"> Describe Characters: Mine, Ooey, Goopy Mud Find an Answer: Moving Day, My Super Sticky Sandwich, Play Ball, The Alligator in the Library 	<ul style="list-style-type: none"> RL.K.1.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
2. With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> Find an Answer: Moving Day, My Super Sticky Sandwich, Play Ball, The Alligator in the Library, Lost Socks 	<ul style="list-style-type: none"> RL.K.2.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
3. With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> Sum Up, Five Ws: Lumpy Mush, The Germs, Garden Visitors 	<ul style="list-style-type: none"> RL.K.3.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
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> Vocab Introduction and Assessment for Sing a Rhyme songs and books (See list at end of document.) 	
5. Recognize common types of texts (e.g., storybooks, poems).		<ul style="list-style-type: none"> RL.K.5.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> 5 stories with comprehension strategies
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> Read With Me Books: (See list at end of document.) Decodable Books: (See list at end of document.) 	<ul style="list-style-type: none"> RL.K.6.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <ul style="list-style-type: none"> 2 stories with comprehension strategies
Integration and Knowledge of Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<ul style="list-style-type: none"> Picture Clues: Introduction, Instruction, Practice, Assessment Words Tell About Pictures Introduction, Instruction, Practice, Assessment 	<ul style="list-style-type: none"> RL.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> 31 stories with various strategies such as Peek at the Story and Use Clues to Guess
8. (Not applicable to literature)		



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Integration and Knowledge of Ideas continued</i>		
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		<ul style="list-style-type: none"> • RL.K.9.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> - 3 stories with Compare and Contrast activities
<i>Range of Reading and Level of Text Complexity</i>		
10. Actively engage in group reading activities with purpose and understanding.		<ul style="list-style-type: none"> • RL.K.10.pdf: Actively engage in group reading activities with purpose and understanding.
READING STANDARDS FOR INFORMATIONAL TEXT		
<i>Key Ideas and Details</i>		
1. With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Describe Characters: Fawn Eyes • Find an Answer: What Is a Cloud?, Seeing Fingers • Compare Characters: Legs 	<ul style="list-style-type: none"> • RI.K.1.pdf: With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> • Describe Characters: Fawn Eyes • Find an Answer: What Is a Cloud?, Seeing Fingers • Compare Characters: Legs 	<ul style="list-style-type: none"> • RI.K.2.pdf: With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		<ul style="list-style-type: none"> • RI.K.3.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.
<i>Craft and Structure</i>		
4. With prompting and support, ask and answer questions about unknown words in a text.	<p>Books contain bolded words which are vocabulary words found within the online glossary. These words can be clicked on by the learner to provide a picture of the word with a definition, as well as a slowed pronunciation of the word.</p> <ul style="list-style-type: none"> • Vocab Introduction: I Touch My Nose Like This, Opposites, Pairs, Watch the Woolly Worm • Vocab Assessment: I Touch My Nose Like This, Opposites, Pairs, Watch the Woolly Worm 	<ul style="list-style-type: none"> • RI.K.4.pdf: With prompting and support, ask and answer questions about unknown words in a text.



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Craft and Structure continued</i>		
5. Identify the front cover, back cover, and title page of a book.	Prior to reading each story, the front cover to each online book is displayed on the screen and the titles are read out loud from the title page.	<ul style="list-style-type: none"> RI.K.5.pdf: Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Prior to reading each online story, the front cover to each online book is displayed on the screen and the name of the title, author, and illustrator are read out loud. <ul style="list-style-type: none"> Opposites Pairs Watch the Woolly Worm 	<ul style="list-style-type: none"> RI.K.6.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<i>Integration and Knowledge of Ideas</i>		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		<ul style="list-style-type: none"> RI.K.7.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.
8. With prompting and support, identify the reasons an author gives to support points in a text.		<ul style="list-style-type: none"> RI.K.8.pdf: With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		<ul style="list-style-type: none"> RI.K.9.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic
<i>Range of Reading and Level of Text Complexity</i>		
10. Actively engage in group reading activities with purpose and understanding.		<ul style="list-style-type: none"> RI.K.1-9.pdf: All activities for RI.K.1.pdf-RI.K.9.pdf provide opportunities for engagement in group reading.



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		
1. Demonstrate understanding of the organization and basic features of print.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to understanding organization and basic features of print. Please see description in each detailed section below.	
1a. Follow words from left to right, top to bottom, and page by page.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. The following lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Directionality: Introduction, Instruction, Practice, Assessment • Print Concepts: Introduction, Instruction, Practice, Assessment 	<ul style="list-style-type: none"> • RF.K.1a.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality
1b. Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> • Picture Story: Jack and Jill, I Touch My Nose Like This, Polly, Put the Kettle On, Tortillas, Tortillas, The Bus, My Valentine, A-hunting We Will Go, 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, Eensy, Weensy Spider, Wee Willie Winkie, Yankee Doodle, Bluebird, Bluebird, Pat-a-cake, One Elephant Went Out to Play, Little Rabbit, The Farmer in the Dell • Look, Listen and Match 1, 2, 3, 4, 5 • Letters Make Words: Introduction, Instruction, Practice, Assessment 	<ul style="list-style-type: none"> • RF.K.1b.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
1c. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> • Print Concepts: Introduction, Instruction, Practice, Assessment 	<ul style="list-style-type: none"> • RF.K.1c.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Print Concepts continued</i>		
<p>1d. Recognize and name all upper/ lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> • ABC Songs Capital Letters: Fish, Jungle, Pirate, Red Riding Hood, Factory, Picnic, Magician, Airplane, Fireworks, Fairy • ABC Songs Mixed Case: Jazz, Magic • ABC Songs Lowercase Letters: Flowers, Factory, Fish, Jungle, Picnic, Red Riding Hood, Fireworks • Alphabet Review (Aa-Ee, Ff-Jj, Kk-Oo, Pp-Tt, Uu-Zz) • Distinguish Letters: Introduction, Instruction, Practice, Assessment • Letter Checker (One for each letter, capital and lowercase): Balloons, Popcorn, Fireflies • Fast Letter Fun (Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz) • Catch a letter: Practice; Duck Arcade Practice, Jungle Gorilla Assessment • Hidden Letters (One for each letter, capital and lowercase) • Hidden Pictures (One for each letter, capital and lowercase) • Letter Pictures (One for each letter, capital and lowercase) • Letter Picture Writing (One for each letter, capital and lowercase) • Similarities and Differences in Letters: Introduction, Instruction, Practice, Assessment • Make a Scene (capital and lowercase letters) • Find the Letter (capital and lowercase) • What's Your Name: Instruction, Practice, Assessment • Name That Letter: Capital Letter Assessment • Name That Letter: Lowercase Letter Assessment • Name That Letter: Mixed Review 	<ul style="list-style-type: none"> • RF.K.1d.pdf: Recognize and name all upper and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonological Awareness		
2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).	Waterford Reading and Classroom Advantage both provide activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. Please see description in each detailed section below.	
2a. Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Rhyme Instruction 1 • Rhyme Instruction 2 (Sets 1, 2, 3, 4, 5, 6) • Rhyme Preassessment • Rhyme Postassessment (1, 2, 3, 4, 5) • Rhyme Match (1, 2, 3, 4) • Finish the Picture (1, 2, 3, 4, 5, 6, 7, 8) • One Doesn't Rhyme (1, 2, 3, 4, 5, 6) • 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"> • RF.K.2a.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
2b. Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> • Syllable Preassessment • Syllable Safari: Jungle (1, 5, 9) • Syllable Safari: Desert (2, 6, 10) • Syllable Safari: Ocean (3, 7, 11) • Syllable Safari: Savannah (4, 8, 12) • Syllable Instruction 1 (Sets 1, 2) • Syllable Instruction 2 (Sets 1, 2, 3, 4) • Syllable Postassessment (1, 2, 3, 4, 5) • Take Away Syllables (1, 2, 3, 4, 5, 6) 	<ul style="list-style-type: none"> • RF.K.2b.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Phonological Awareness continued</i>		
<p>2c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<ul style="list-style-type: none"> • Blend Onset/Rime Instruction 1 Color Mixing (Sets 1, 2, 3, 4, 5, 6) • Blend Onset/Rime Instruction 2 Puzzle Pieces (Sets 1, 2, 3, 4, 5, 6) • Blending Riddles: Onset/Rime Practice (Deer, Bear, Goat, Ostrich, Monkey, Peacock, Snake, Fox) • Blending Riddles: Individual Phonemes (Turtle, Woodpecker, Airplane, Horse, Rabbit, Bird, Swing, Tree, Car, Dog) • Blending Preassessment • Blending Postassessment (1, 2, 3, 4, 5, 6) • Phoneme Segmentation Preassessment • Phoneme Segmentation Practice (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) • Phoneme Segmentation Postassessment (1, 2, 3, 4, 5, 6) • Find the Picture (Ocean, Farm, Toy Room, Kitchen, City, Park) • Blend Every Sound Practice (1, 2, 3, 4, 5, 6, 7, 8) • Blending Dragon (1, 2, 3, 4, 5, 6, 7, 8) • Blend Individual Phonemes Instruction 1 Machine (Sets 1, 2, 3, 4, 5, 6) • Blend Individual Phonemes Instruction 2 Chef (Sets 1, 2, 3, 4, 5, 6) 	<ul style="list-style-type: none"> • RF.K.2c.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
<p>2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<ul style="list-style-type: none"> • Initial Sound Preassessment • Initial Sound Postassessment (1, 2, 3, 4, 5, 6) • Initial Sound Instruction (1, 2, 3, 4, 5, 6, 7, 8) • Stick 'n' Spell Seascape (1, 3, 5, 7) • Stick 'n' Spell Joe's Market (2, 4, 6, 8) • Right Initial Sound Practice (Andy's Adventure, Baby's Birthday, At Camp, Ed the Elephant, Four Fish, Hair, Jumbled, Magnifying Glass) • Final Sound Instruction (1, 2, 3, 4, 5, 6, 7, 8) • Right Final Sound Assessment (1, 2, 3, 4, 5, 6, 7, 8) • Where is the Sound? Instruction (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) 	<ul style="list-style-type: none"> • RF.K.2d.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Phonological Awareness continued</i>		
<p>2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words individual sounds (phonemes) to make new words.</p>	<ul style="list-style-type: none"> • Circus Clown Climbers 1 Practice (Cat-Dog, Top-Hat, Bug-Jet, Bed-Rug, Nut-Hen) • Phoneme Deletion Instruction • Phoneme Eliminator Assessment (1, 2, 3, 4, 5, 6, 7, 8) • One, Two, Three Sounds Assessment (1, 2, 3, 4, 5, 6, 7, 8) • Circus Clown Climbers 2 Assessment (Flip-Snip, Stop-Crop, Snip-Steel, Best-Bench, Cast-Left) • Barnyard Bash Practice (1, 2, 3, 4, 5) • Change One Sound Assessment (Man-Kid, Hat-Dad, Cab-Pot, Pet-Rug, Pop-Bin, Fin-Hob, Pet-Tap, Rat-Net) 	
<i>Phonics and Word Recognition</i>		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Waterford Reading and Classroom Advantage both provide a multitude of activities related to grade-level phonics and word analysis skills in decoding words. Please see description in each detailed section below.</p>	
<p>3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<ul style="list-style-type: none"> • Letter Sound Songs (Show and Tell, Tongue Twister, Picture, Scientist, Picture) • 26 Read With Me Books: (See list at end of document.) • 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) • Decodable Book Practice (Sam, A Mat, Pam and Pat, Nan and the Ham, Up on Top, Lil, The Hot Pot, Tim, The Hat) • Decodable Book Assessment (Sam, A Mat, Pam and Pat, Nan and the Ham, Up on Top, Lil, The Hot Pot, Tim, The Hat) • Choose a Sound Practice (Together, Hair, Magnifying Glass, Camp) • Letter Sound /t/: Instruction, Practice, Assessment • Letter Sound /p/: Instruction, Practice, Assessment • Letter Sound /h/: Instruction, Practice, Assessment • Letter Sound /n/: Instruction, Practice, Assessment • Letter Sound /s/: Instruction, Practice, Assessment • Letter Sound /m/: Instruction, Practice, Assessment 	



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Phonics and Word Recognition continued</i>		
3a. <i>continued</i>	<ul style="list-style-type: none"> • Letter Sound /d/: Instruction, Practice, Assessment • Letter Sound /l/: Instruction, Practice, Assessment • Letter Sound Screening /b/: Assessment • Letter Sound Screening /f/: Assessment • Letter Sound Screening /g/: Assessment • Letter Sound Screening /w/: Assessment • Letter Sound Screening /k/: Assessment • Letter Sound Screening /j/: Assessment • Letter Sound Screening /y/: Assessment • Letter Sound Screening /v/: Assessment • Letter Sound Screening /z/: Assessment • Letter Sound Screening x as /ks/: Assessment • Letter Sound Screening: qu as /kw/: Assessment • Sound Room: /g/ Instruction • Sound Room: /j/ Instruction • Sound Room: /b/ Instruction • Sound Room: /j/ Instruction • Sound Room: /k/ Instruction • Letter Sound c as /k/: Instruction, Practice, Assessment • Name that Letter Sound Assessment • Letter Sound Screening /r/: Assessment 	
3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> • Letter Sound Songs (Scientist Sound, Show and Tell, Picture Sound, Tongue Twister, Old McDonald’s Vowel Song, Apples and Bananas Vowel Song) • Book (Under, Eleven Elephants, Opposites, Who Has an Itch?, Andy’s Adventure) • Letter Sound /a/: Instruction, Practice, Assessment • Choose a Sound: Andy Practice • Letter Sound /o/: Instruction, Practice, Assessment • Letter Sound /i/: Instruction, Practice, Assessment • Name That Letter Sound Assessment • Sound Room: /e/ • Sound Room: /u/ • Letter Sound Screening: /u/ • Letter Sound Screening: /e/ 	<ul style="list-style-type: none"> • RF.K.3b.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonics and Word Recognition <i>continued</i>		
<p>3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<ul style="list-style-type: none"> 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 Power Word Instruction, Practice, Assessment (a, and, are, for, go, he, his, I, in, is, my, on, see, the, this, to, up, was, yes, you) Decodable Book Practice: Sam, A Mat, Pam and Pat, He is Happy, Nan and the Ham, Up on Top, Lil, The Hot Pot, Tim, The Hat Decodable Book Assessment: Sam, A Mat, Pam and Pat, He is Happy, Nan and the Ham, Up on Top, Lil, The Hot Pot, Tim, The Hat 	
<p>3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> Circus Clown Climbers 1 Practice (Cat-Dog, Top-Hat, Bug-Jet, Bed-Rug, Nut-Hen) 	
Fluency		
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>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.</p> <ul style="list-style-type: none"> Decodable Books: (See list at end of document.) 	<ul style="list-style-type: none"> RF.K.4pdf: 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



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
WRITING STANDARDS		
Text Types and Purposes		
<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>		<ul style="list-style-type: none"> • W.K.1.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). - Write With Me
<p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>		<ul style="list-style-type: none"> • W.K.2.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. - Fawn Eyes - A Story in the Snow
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>		<ul style="list-style-type: none"> • W.K.3.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. - The Germs - Lumpy Mush
Product and Distribution of Writing		
<p>4. (Begins in grade 3)</p>		
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>		<ul style="list-style-type: none"> • L.K.5f.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. - Family Vacation Creative Writing
<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing; including in collaboration with peers.</p>	<p>Classroom Advantage Only: Word Processor</p>	



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		<ul style="list-style-type: none"> • W.K.7.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> - Think and Write Activity - I Go... - At Camp - Together - Opposites
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		<ul style="list-style-type: none"> • W.K.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites
9. (Begins in grade 4)		
Range of Writing		
10. (Begins in grade 3)		
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Waterford Reading and Classroom Advantage contain many teacher materials that can be used to integrate speaking and listening into classroom activities. See details in sections below.	
1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.)		<ul style="list-style-type: none"> • SL.K.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Comprehension and Collaboration <i>continued</i>		
1b. Continue a conversation through multiple exchanges.		<ul style="list-style-type: none"> • SL.K.1b.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		<ul style="list-style-type: none"> • SL.K.2.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goopy Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>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. If students are inattentive for a minimum of 90 seconds, the screen displays a “Go Get Your Teacher” message to summon an adult to support the student.</p>	
Presentation of Knowledge of Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		<ul style="list-style-type: none"> • SL.K.4.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.		<ul style="list-style-type: none"> • SL.K.5.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> - My Favorite Things
6. Speak audibly and express thoughts, feelings, and ideas clearly.		<ul style="list-style-type: none"> • SL.K.6.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
LANGUAGE STANDARDS		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
1a. Print many upper- and lower-case letters.	<ul style="list-style-type: none"> • Letter Picture Writing (Aa-Zz) • Letter Pictures (Aa-Zz) 	<ul style="list-style-type: none"> • L.K.1a.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter Worksheet - Letter Picture Handwriting Worksheets (Aa-Zz)
1b. Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> • Songs: Verbs, Nouns • Verbs Practice • Verbs Assessment • Nouns Practice • Nouns Assessment 	
1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes).	<ul style="list-style-type: none"> • More Than One song • Plural Nouns Assessment • Plural Nouns Practice 	
1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Sum Up, Five Ws: Garden Visitors, Lumpy Mush, The Germs 	
1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> • Preposition Ship 	
1f. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> • What is a Sentence? song • Sentences Practice • Sentences Assessment 	<ul style="list-style-type: none"> • L.K.1f.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
2a. Capitalize the first word in a sentence and the letter I.	<ul style="list-style-type: none"> • What Is a Sentence? song 	<ul style="list-style-type: none"> • L.K.2a.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - "I Like Kites" Punctuation Worksheet



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Conventions of Standard English <i>continued</i>		
2b. Recognize and name end punctuation.	<ul style="list-style-type: none"> • What Is a Sentence? song • Sentence Marks Practice • Sentence Marks Assessment 	<ul style="list-style-type: none"> • L.K.2b.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> - "I Like Kites" Punctuation Worksheet
2c. Write a letter or letters for most consonants and short vowel sounds (phonemes).	<ul style="list-style-type: none"> • Letter Picture Writing (Aa-Zz) • Letter Pictures (Aa-Zz) 	<ul style="list-style-type: none"> • L.K.2c.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter Worksheet - Letter Picture Handwriting Worksheets (Aa-Zz)
2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		<ul style="list-style-type: none"> • L.K.2d.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity
Knowledge of Language		
3. (Begins in grade 2)		
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and context.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All Read-Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	
4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		<ul style="list-style-type: none"> • L.K.4a.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings
4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.		<ul style="list-style-type: none"> • L.K.4b.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <ul style="list-style-type: none"> - Affixes and Inflections
5. With guidance and support, explore word relationships and nuances in word meanings.	Waterford's Early Reading program software and Classroom Advantage both provide many activities for students to explore word relationships and meanings. Please see description in each detailed section below.	



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
5a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	<ul style="list-style-type: none"> Sort: Introduction, Instruction, Practice, Assessment 	<ul style="list-style-type: none"> L.K.5a.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> Object Sort
5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> Opposites: Introduction, Instruction, Practice, Assessment Opposites book 	<ul style="list-style-type: none"> L.K.5b.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> Guess the Opposite
5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		<ul style="list-style-type: none"> L.K.5c.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). <ul style="list-style-type: none"> Make Connections
5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		<ul style="list-style-type: none"> L.K.5d.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> Shades-of-Meaning Charades
6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> 26 Vocab Introduction and Assessment for Sing a Rhyme songs/books: (See list at end of document.) 26 Vocab Introduction and Assessment for Read with Me books: (See list at end of document.) 	



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
READING LEVEL 2—FIRST GRADE		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Recall Details: Magic Porridge Pot Traditional Tales: (See list at end of document.) Sum up, 5 W: The Shoemaker and the Elves 	<ul style="list-style-type: none"> RL.1.1.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
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> Sum Up: The Three Little Pigs Sum Up, Remember Order: The Gingerbread Man, The Three Wishes, Mr. Lucky Straw Traditional Tales: (See list at end of document.) 	<ul style="list-style-type: none"> RL.1.2.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
3. Describe characters, settings, and major events in a story, using key details.	<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, 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"> RL.1.3.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> The Three Little Pigs
Craft and Structure		
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		<ul style="list-style-type: none"> RL.1.4.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> Lizard and the Painted Rock The Big Mitten The City and the Country Mouse La Tortuga The Shoemaker and the Elves The Brothers The Ugly Duckling



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Craft and Structure continued</i>		
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		<ul style="list-style-type: none"> • RL.1.5.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type ActivityInformational Text - How to Grow a Garden
6. Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> • RL.1.6.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who is the Speaker?
<i>Integration of Knowledge and Ideas</i>		
7. 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: The Three Little Pigs • Traditional Tales: The Gingerbread Man, The Three Wishes, Mr. Lucky Straw, The Three Little Pigs 	<ul style="list-style-type: none"> • RL.1.7.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
8. (Not applicable to literature)		
<i>Range of Reading and Level of Text Complexity</i>		
9. Compare and contrast the adventures and experiences of characters in stories.	<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 	RL.1.9.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
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<ul style="list-style-type: none"> • Connect to Me Introduction, Assessment: Traditional Tales (See list at end of document.) • Compare Characters: The City Mouse and the Country Mouse • Describe Characters: Anansi and the Seven Yam Hills, The Brothers • Peek At The Story: The Three Little Pigs, The Ugly Duckling • Sum Up: The Three Little Pigs 	



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Range of Reading and Level of Text Complexity <i>continued</i>		
10. <i>continued</i>	<ul style="list-style-type: none"> • Sum Up, Remember Order: The Gingerbread Man, The Three Wishes, Mr. Lucky Straw • Sum Up, 5 W's: The Shoemaker and the Elves • Build Knowledge: Anansi and the Seven Yam Hills, The Little Red Hen, Lizard and the Painted Rock, The Magic Porridge Pot, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers • Distinguish Between Fantasy and Reality: Henny Penny • Recall Details: The Magic Porridge Pot • Ask A Question: Goldilocks and the Three Bears, Henny Penny • Imagine Beyond: La Tortuga • Traditional Tales: (See list at end of document.) • Build Knowledge: The Little Red Hen, Lizard and Painted Rock, Anansi and the Seven Yam Hills, The Magic Porridge Pot, Mr. Lucky Straw, The Shoemaker and the Elves, The Brothers • Readables: (See list at end of document.) • Meet the Readable: (See list at end of document.) • Readable Jump-Through and Walk-Through: (See list at end of document.) 	
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
1. Ask and answer questions about key details 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"> • RI.1.1.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



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Key Ideas and Details continued</i>		
<p>2. Identify the main topic and retell key details 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 	<ul style="list-style-type: none"> RI.1.2.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
<p>3. Describe the connection between two individuals, ideas, or pieces of information in 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 	<ul style="list-style-type: none"> RI.1.3.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...
<i>Craft and Structure</i>		
<p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All 54 Read-Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.</p> <ul style="list-style-type: none"> Readable Read Tutorial 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"> RI.1.4.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> Animal Bodies Star Pictures



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Craft and Structure continued</i>		
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		<ul style="list-style-type: none"> • RI.1.5.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> • 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"> • RI.1.6.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> - Star Pictures
<i>Integration of Knowledge and Ideas</i>		
7. Use the illustrations and details in a text to describe its key ideas.	<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"> • RI.1.7.pdf: Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> - Star Pictures
8. Identify the reasons an 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"> • RI.1.8.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden
9. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<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"> • RI.1.9.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse
<i>Range of Reading and Level of Text Complexity</i>		
10. With prompting and support, read informational texts appropriately complex for grade 1.	<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"> • RI.1.10.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



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		
1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> • Songs: What Is a Sentence?, Sentence Marks • Sentences: Practice, Assessment • Sentence Marks: Practice, Assessment 	<ul style="list-style-type: none"> • RF.1.1a.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> - Sentence Strips - Language Concepts Worksheets
Phonological Awareness		
2.a. Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Sneaky Magic E song 	<ul style="list-style-type: none"> • RF.1.2a.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
2.b. Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.	<ul style="list-style-type: none"> • Blends: Consonants Together song • Blending Preassessment • Blend/Onset Rime Instruction 1 (Sets 1, 2, 3, 4, 5, 6) • Blend/Onset Rime Instruction 2 (Sets 1, 2, 3, 4, 5, 6) • Blending Riddles: Individual Phonemes: Dog, Car, Tree, Swing, Bird, Horse, Rabbit, Woodpecker, Airplane, Turtle • Blending Riddles: Onset Rime: Peacock, Monkey, Ostrich, Goat, Bear, Deer, Fox, Snake • Blend Every Sound (1, 2, 3, 4, 5, 6, 7, 8) • Blending Postassessment (1, 2, 3, 4, 5, 6) • Stick 'n' Spell (1, 2, 3, 4, 5, 6, 7, 8) • Blending Dragon (1, 2, 3, 4, 5, 6, 7, 8) • Blend Individual Phonemes Instruction 1 (Sets 1, 2, 3, 4, 5, 6) • Blend Individual Phonemes Instruction 2 (Sets 1, 2, 3, 4, 5, 6) • Find the Picture: Ocean, Park, City, Kitchen, Toy Room, Farm 	<ul style="list-style-type: none"> • RF.1.2b.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
2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> • Stick 'n' Spell (1, 2, 3, 4, 5, 6, 7, 8) • Initial Sound Preassessment • Initial Sound Instruction (Sets 1, 2, 3, 4, 5, 6, 7) • Initial Sound Postassessment (1, 2, 3, 4, 5, 6) • Right Final Sound (1, 2, 3, 4, 5, 6, 7) • Final Sound Instruction (Set 1, 2, 3, 4, 5, 6, 7, 8) 	<ul style="list-style-type: none"> • RF.1.2c.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting: First Phoneme - Segmenting: Last Phoneme - Phoneme Categorization - Sound Sense Playing Cards



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Phonological Awareness continued</i>		
<p>2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> • Key Word Screening (15, 19) • Word Blending (19, 20, 24, 25) • Phoneme Segmentation Preassessment • Where Is the Sound? (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) • Phoneme Segmentation Practice (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) • Phoneme Segmentation Postassessment (1, 2, 3, 4, 5, 6) 	<ul style="list-style-type: none"> • RF.1.2d.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.
<i>Phonics and Word Recognition</i>		
<p>3.a. Know the spelling-sound correspondences for common consonant digraphs.</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? • Word Mastery Practice for Lesson 14, 15, 20, 21, 22, 24, 25, Unit 4, Unit 5 • Word Mastery Games Lesson 14, 15, 20, 21, 22, 24, 25, Unit 4, Unit 5 • Sound Room—digraphs: /ch/, /sh/, /th/, wh as /hw/, qu as /kw/ • Pattern Hunt (Lesson 27: -ane, -ate, -ash and Lesson 39: -ube, -ub, -ush) • Spell and Blend (Lesson 14, 15, 17, 20, 24, 25) • Name that Sound for Lesson 15 (/sh/), Lesson 16 (/sh/), Lesson 19 (/qu/, /sh/), Lesson 20 (/kw/, /th/), Lesson 21 (/kw/), Lesson 22 (/kw/), Lesson 24 (/ch/, /sh/), Lesson 25 (/ch/), Unit 3 (/sh/). Unit 4 (/kw/, /th/, /sh/), Unit 5 (/ch/, /hw/, /th/, /kw/)for /ch/, /sh/, /th/, /wh/ • Word Pattern Spelling for Lesson 14 (-ack, -ock, -ick), Lesson 15 (-ash, -ish), Lesson 20 (/kw/, /th/), Lesson 24 (/ch/, /sh/), Lesson 25 (/ch/) • Readable Read/Record: (See list at end of document.) • Readable Walk-through: Who Will Go in the Rain?; Let's Get Hats!; Little Duck; Thump, Bump!; The Tree Hut; Riding in My Jeep; Will You Play With Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Space Chase Race; Shopping Day; Who Am I?; • Sentence Dictation: (See list at end of document.) • Say and Trace for Lesson 14, 15, 25 	<ul style="list-style-type: none"> • RF.1.3a.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!



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Phonics and Word Recognition continued</i>		
3.a. <i>continued</i>	<ul style="list-style-type: none"> • Key Word Screening (Lesson 14, 15, 17, 20, 24, 25) • Word Blending (Lesson 15, 17, 19, 20, 24, 25) • Letter Sound Screening (/ch/, /sh/, /th/, wh as /hw/) 	
3.b. Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> • Songs: Sneaky Magic E, C and G, Key Words • Word Mastery Practice (Lessons 1-45) • Word Mastery Games: Tug-a-Word, Duck, Eggspert, Gumball, Balloons, Blast-a-Word, • Watch Me Read/Mystery Words • Key Word Match (Lesson 1-45) • Pattern Hunt (Lesson 1-45) • Key Word Instruction (Lesson 1-45) • Spell and Blend (Lessons 1-45) • Readable—Read/Record: (See list at end of document.) • Word Construction (Lesson 1-45) • Lesson Screening (Lesson 1-45) • Word Pattern Spelling (Lesson 1-45) • Readable Walk-through: (See list at end of document.) • Sentence Dictation: (See list at end of document.) • Word Pattern Introduction (Lesson 1-45) • Key Word Screening (Lesson 1-45) • Say and Trace (Lesson 1-45) • Word Assessment: Me; The Snowman; The Mitten; Matt’s Hat; What Is It?; Dan and Mac; What a Band!; Stop the Frogs!; What Is in the Pit?; Prints!; What Am I? Sad Sam; Who Will Go in the Rain?; Dad’s Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What’s in the Egg?; The Rescue; Fun in Kansas; My Snowman; Smoke!; The Note; Friends; Bob and Tab; Hot Rods 	<ul style="list-style-type: none"> • RF.1.3b.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 - Unit Worksheets



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Phonics and Word Recognition continued</i>		
<p>3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match Practice (Lessons 26–45) • Pattern Hunt (Lessons 26–45) • Key Word Instruction (Lessons 26–45) • Word Construction (Astroid Flyer, Aztec Temple, Parthenon, Mayflower, Saturn 5 Spaceship) • Lesson Screening (Lessons 26–45) • Word Pattern: Introduction, Spelling (Lessons 26–45) • Readable Read/Record: 25 books (See titles at end of document.) • Readable Walk-through: 60 activities • Sentence Dictation (One for each book. See titles at end of document.) • Key Word Screening Assessment (Lessons 26–45) • Word Blending (Lessons 26–45) • Word Mastery Practice (Lessons 26–45) • Word Mastery Games (Lessons 26–45) • Mystery Words (Lessons 26–45) • Watch Me Read 	<ul style="list-style-type: none"> • RF.1.3c.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
<p>3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>		<ul style="list-style-type: none"> • RF.1.3d.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> - Syllable Segmentation
<p>3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<ul style="list-style-type: none"> • Compound Words song • Compound Words Assessment • Watch Me Read 	<ul style="list-style-type: none"> • RF.1.3e.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> - Reading Trick: Key Word Match - Reading Trick: Pattern Hunt - Reading Trick: Mystery Word



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonics and Word Recognition <i>continued</i>		
3.f. Read words with inflectional endings.	<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 • Key Word Screening for Lesson 41 (Pirate Words) • Double the Fun practice • Plural Nouns Practice • Plural Nouns Assessment • Comparatives Assessment 1 • Suffixes Instruction • Comparatives Instruction • Suffixes Assessment 1 	<ul style="list-style-type: none"> • RF.1.3f.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> - Pattern Word Building: Double the Letter - Language Concept Practice Pages: Plural Nouns
3.g. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Word Mastery Practice (Lessons 1-45) • Word Mastery Games (Lessons 1-45) • Power Word Screening (Lessons 1-45) • Rascal Presents a Word (755 Power Words) • Power Word Readable- Read/Record: Me, The Snowman, The Mitten • Power Word Readable—Read: Me • Lesson Screening (Lessons 1-45) • Spelling Scramble for 130 power words • Readable Walk-through: (See list at end of document.) • Sentence Dictation: (See list at end of document.) • Readable—Read/Record: (See list at end of document.) • Word Assessment (Lessons 1-45) • Word Introduction—I, A 	<ul style="list-style-type: none"> • RF.1.3g.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards
Fluency		
4.a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Power Word Readable- Read/Record—Me, The Snowman, The Mitten • Readable—Read/Record: (See list at end of document.) • Reading Tutorial • Expression Instruction: Quotations, Questions, Pauses, Phrases, Exclamations • Fluency Speed: The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plume 	<ul style="list-style-type: none"> • RF.1.4a.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Level Two Books Chart



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Fluency continued</i>		
<p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> • Power Word Readable- Read/Record—Me, The Snowman, The Mitten • Readable—Read/Record: (See list at end of document.) • Reading Tutorial • Expression Instruction: Quotations, Questions, Pauses, Phrases, Exclamations • Fluency Speed: The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plume 	<ul style="list-style-type: none"> • RF.1.4b.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
<p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Rusty and Rosy’s Clues • Mystery Words (Watch Me Read) • Use a Clue: Don’t Be Scared; Nice Mice, Gail’s Adventure; Do You Have My Shoes?; Vito’s Big Night • Readables: (See list at end of document.) • Look for a Clue Song • Mystery Words Lesson 29, 33, 37, 41, 45 	<ul style="list-style-type: none"> • RF.1.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Use-a-clue
WRITING STANDARDS		
<i>Text Type and Purposes</i>		
<p>1. 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.</p>		<ul style="list-style-type: none"> • W.1.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>		<ul style="list-style-type: none"> • W.1.2.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> - Topical Writing Activities
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>		<ul style="list-style-type: none"> • W.1.3.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> - Narrative Writing Activities



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Production and Distribution of Writing		
4. (Begins in grade 3)		
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.		<ul style="list-style-type: none"> • W.1.5.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Classroom Advantage Only: Word Processor	
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions).		<ul style="list-style-type: none"> • W.1.7.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)
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		<ul style="list-style-type: none"> • W.1.8.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)
9. (Begins in grade 4)		
Range of Writing		
10. (Begins in grade 3)		



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		<ul style="list-style-type: none"> • SL.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity
1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		<ul style="list-style-type: none"> • SL.1b.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.c. Ask questions to clear up any confusion about the topics and texts under discussion.		<ul style="list-style-type: none"> • SL.1c.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> - Discussion Rules Activity
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		<ul style="list-style-type: none"> • SL.1.2.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
3. 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"> • SL.1.3.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
Presentation of Knowledge and Ideas		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		<ul style="list-style-type: none"> • SL.1.4.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
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> • SL.1.5.pdf: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Writing and Pictures Activity



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Presentation of Knowledge and Ideas <i>continued</i>		
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 CC for specific expectations.)		<ul style="list-style-type: none"> • SL.1.1a.pdf • SL.1.1b.pdf • SL.1.1c.pdf • SL.1.2.pdf • SL.1.3.pdf • SL.1.4.pdf • SL.1.5.pdf
LANGUAGE STANDARDS		
Conventions of Standard English		
1.a. Print all upper- and lowercase letters.	<ul style="list-style-type: none"> • Letter Picture Writing (Aa-Zz) • Letter Pictures (Aa-Zz) 	<ul style="list-style-type: none"> • L.1.1a.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting Worksheets (Aa-Zz)
1.b. Use common, proper, and possessive nouns.	<ul style="list-style-type: none"> • Apostrophe Pig song • Possessive Nouns Assessment • Nouns song • Pronouns song • Pronouns Assessment 	<ul style="list-style-type: none"> • L.1.1b.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: "Nouns" - Practice Pages: Nouns
1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop).	<ul style="list-style-type: none"> • More Than One song • Plural Nouns Practice • Plural Nouns Assessment 	<ul style="list-style-type: none"> • L.1.1c.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Practice Pages: Plural Nouns - Practice Pages: Verbs and Nouns - Practice Pages: Verb Endings
1.d. Use personal, possessive, and indefinite pronouns, (e.g., I, me, my; they, them, their; anyone, everything).	<ul style="list-style-type: none"> • Pronouns song • Pronouns Instruction • Pronouns Assessment (1, 2, 3, 4) 	<ul style="list-style-type: none"> • L.1.1d.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Practice Pages: Pronouns
1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<ul style="list-style-type: none"> • It Happened Yesterday song • Past Tense Verbs Instruction • Past Tense Verbs Assessment (1, 2, 3, 4) 	<ul style="list-style-type: none"> • L.1.1e.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Practice Pages: Verbs



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Conventions of Standard English continued</i>		
1.f. Use frequently occurring adjectives.	<ul style="list-style-type: none"> • Adjectives Describe song • Adjectives Assessment (1,2) • Adjectives Instruction 	<ul style="list-style-type: none"> • L.1.1f.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Practice Pages: Adjectives
1.g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).		<ul style="list-style-type: none"> • L.1.1g.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> - Practice Pages: Conjunctions
1.h. Use determiners (e.g., articles, demonstratives).		<ul style="list-style-type: none"> • L.1.1h.pdf: Use determiners. <ul style="list-style-type: none"> - Practice Pages: Determiners
1.i. Use frequently occurring prepositions (e.g., during, beyond, toward).	<ul style="list-style-type: none"> • Preposition Ship song 	<ul style="list-style-type: none"> • L.1.1i.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> - Practice Pages: Prepositions
1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> • What Is a Sentence? song • Sentences Practice 	<ul style="list-style-type: none"> • L.1.1j.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song
2.a. Capitalize the dates and names of people.	<ul style="list-style-type: none"> • Songs: Capital Letters Proper Nouns, Capital Letter Days, Capital Letter Places • Edit Capitals • Edit Calendar Capitals 	<ul style="list-style-type: none"> • L.1.2a.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> - Worksheet: Capitalization
2.b. Use end punctuation for sentences.	<ul style="list-style-type: none"> • Songs: What is a Sentence?, Sentence Marks • Sentence Marks Practice • Edit End Punctuation 	<ul style="list-style-type: none"> • L.1.2b.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - What's My Sentence? - A Closer Look - Sentence Strips - Practice Pages: Punctuation - Practice Pages: Sentences
2.c. Use commas in dates and to separate single words in a series.	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma (In a Letter); Comma, Comma, Comma (In a Series) • Edit Commas 	<ul style="list-style-type: none"> • L.1.2c.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Worksheet: Commas



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Conventions of Standard English <i>continued</i>		
<p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring regular words.</p>	<ul style="list-style-type: none"> • Double the Fun song • Double the Fun Practice • Word Pattern Introduction: Lessons 01-45 • Spell and Blend: Lessons 01-45 • Word Pattern Spelling (Word Traveler Hard Dictation; Make a Word Dictation 1; Make a Word Dictation 2; Spelling Symphony; Hop, Skip, Spell): Lessons 01-45 • Word Blending (Mr. Blendo, Stretch, Expand-a-Dragon, Elasticar): Lessons 01-45 • Say and Trace: Lessons 01-45 • Spelling Scramble (Porridge Pot, Lizard, Three Pigs, Goldilocks, Henny Penny, La Tortuga, Ugly Duckling, Gingerbread Man, Red Hen, Anansi): after, all, any are, around, be, because, began, better, both, buy, by, cold, come, could, day, do does, don't door, down, ears, eat, every, eyes, fall, far father, find, for, friend, from, get, go, good, has, have, he, her, here, his, hold, house, how, in, is, it, know, laugh, let, like, little, live, look, love, many, me, mother, Mr., my, never, new, no, now, of, old, on, one, only, or, other, our, out, over, play, please, pull, push, put, read, room, said, saw, says, school, see, she, show, small, so, some, soon, start, sure, thank, that, the, their, then, there, they, think, thought, to, tomorrow, too, three, two, under, very, wait, walk, want, was, way, we, went, were, what, where, who, why, will, with, work, would, yes, you, your 	
<p>2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> • Spell and Blend: Lessons 01-45 • Word Blending (Mr. Blendo, Stretch, Expand-a-Dragon, Elasticar): Lessons 01-45 • Word Pattern Introduction: Lessons 01-45 • Say and Trace: Lessons 01-45 • Word Pattern Spelling (Word Traveler Hard Dictation; Make a Word Dictation 1; Make a Word Dictation 2; Spelling Symphony; Hop, Skip, Spell): Lessons 01-45 	
Knowledge of Language		
<p>3. (Begins in grade 2)</p>		



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Vocabulary and Acquisition Use		
4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> • Look for a Clue song • Use a Clue: Don't Be Scared, Nice Mice, Gail's Adventure, Do You Have My Shoes?, Vito's Big Night • Readable Walk-through (Readable book titles listed at the end of this document) • Rusty and Rosy's Clues 	<ul style="list-style-type: none"> • L.1.4a.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play with Me?
4.b. Use frequently occurring affixes as a clue to the meaning of a word.	<ul style="list-style-type: none"> • Songs: More Than One, Double the Fun, Put It at the Front • Double the Fun Practice • Prefixes Instruction • Prefixes Assessment (1,2,3, 4) • Put It at the End Song • Suffixes Assessment 1 	<ul style="list-style-type: none"> • L.1.4b.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> - Affixes and Inflections
4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<ul style="list-style-type: none"> • Tricky Y to I song • Change Y to I Instruction 	<ul style="list-style-type: none"> • L.1.4c.pdf: Identify frequently occurring root words and their inflectional forms. <ul style="list-style-type: none"> - Affixes and Inflections
5.a. Sort words into categories (e.g., colors, clothing, to gain a sense of the concepts the categories represent).		<ul style="list-style-type: none"> • L.1.5a.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Sorting Objects
5.b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		<ul style="list-style-type: none"> • L.1.5b.pdf: Define words by category and by one or more key attributes. <ul style="list-style-type: none"> - Sorting Objects
5.c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<ul style="list-style-type: none"> • Readable Jump-Through (See list at end of document.) 	<ul style="list-style-type: none"> • L.1.5c.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> - Making Connections



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Vocabulary and Acquisition Use continued</i>		
5.d. Distinguish shades of meaning among verbs differing in matter (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<ul style="list-style-type: none"> • Synonyms Instruction • Songs: Synonyms Tree, Sentence Marks • Synonyms Assessment (1, 2, 3, 4) 	<ul style="list-style-type: none"> • L.1.5d.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> - Shades of Meaning: Verbs and Adjectives
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<ul style="list-style-type: none"> • Readable Jump-Through: (See list at end of document.) • Traditional Tales: (See list at end of document.) 	
READING LEVEL 3—SECOND GRADE		
READING STANDARDS FOR LITERATURE		
<i>Key Ideas and Detail</i>		
1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Compare Characters (Think about It): The Story of Tong and Mai Nhia, What If You Were an Octopus?, The Talking Lizard, The Weather on Blackberry Lane, Winter Snoozers, Why Wind and Water Fight • Map the Story (Think about It): The Courage to Learn, The Bee’s Secret, How Rivers Began, Pencil Magic, Elephant Upstairs, Reaching Above • Sum Up- Remember Order (Think about It): Turtle’s Pond, Great White Bird, The Story Cloth, Lorenzo’s Llama, The Sweater, Noise? What Noise? 	<ul style="list-style-type: none"> • RL.2.1.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 30 Fluency Comprehension books (See list at end of document.) - Bandage Bandit - Bad News Shoes - Rocks in My Socks - I Met a Monster - The Snow Lion - The Story Cloth - Snake Weaves a Rug - Lorenzo’s Llama - The Sweater - Turtle’s Pond - Noise? What Noise? - The Story of Tong and Mai Nhia - Why Wind and Water Fight



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Key Ideas and Details <i>continued</i>		
1. <i>continued</i>		<ul style="list-style-type: none"> - What if You Were an Octopus? - Little Tree - The Talking Lizard - All on the Same Earth - The Weather on Blackberry Lane - The Bee’s Secret - Pencil Magic - How Rivers Began - Elephant Upstairs
2. 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 Story of Tong and Mai Nhia • The Snow Lion 	<ul style="list-style-type: none"> • RL.2.2.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
3. Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> • Reading Detective Song • Compare Characters (Think about It): The Story of Tong and Mai Nhia, What If You Were an Octopus?, The Talking Lizard, The Weather on Blackberry Lane, Winter Snoozers, Why Wind and Water Fight 	<ul style="list-style-type: none"> • RL.2.3.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
Craft and Structure		
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.		<ul style="list-style-type: none"> • RL.2.4.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin’ to the Music Time - Winter Snoozers
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> • Sum Up- Remember Order (Think about It): Turtle’s Pond, Great White Bird, The Story Cloth, Lorenzo’s Llama, The Sweater, Noise? What Noise? • Reading Detective Song 	



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Craft and Structure continued</i>		
<p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<ul style="list-style-type: none"> • Compare Characters (Think about It): The Story of Tong and Mai Nhia, What If You Were an Octopus?, The Talking Lizard, The Weather on Blackberry Lane, Winter Snoozers, Why Wind and Water Fight • Books: Three Billy Goats Gruff, The Story of Tong and Mai Nhia, Why Wind and Water Fight, The Crowded House, Bad News Shoes, I Hate Peas, Turtle’s Pond, The Mighty Sparrow 	<ul style="list-style-type: none"> • RL.2.6.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Story Structure Activity
<i>Integration of Knowledge and Ideas</i>		
<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<ul style="list-style-type: none"> • Compare Characters (Think about It): The Story of Tong and Mai Nhia, What If You Were an Octopus?, The Talking Lizard, The Weather on Blackberry Lane, Winter Snoozers, Why Wind and Water Fight • Map the Story (Think about It): The Courage to Learn, The Bee’s Secret, How Rivers Began, Pencil Magic, Elephant Upstairs, Reaching Above • Sum Up- Remember Order (Think about It): Turtle’s Pond, Great White Bird, The Story Cloth, Lorenzo’s Llama, The Sweater, Noise? What Noise? 	<ul style="list-style-type: none"> • RL.2.7.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 30 Fluency Comprehension books (See list at end of document.)
<p>8. (Not applicable to literature)</p>		
<p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>		<ul style="list-style-type: none"> • RL.2.9.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. <ul style="list-style-type: none"> - Story Variations Activity



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Range of Reading Level and Complexity		
<p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3-text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • Songs: Reading Detective (Peek at the Story/Check My Guess); Reading Detective (Sum Up, Remember Order) • Build Knowledge (Get Ready)—Readables: Great White Bird, The Story Cloth, Lorenzo’s Llama, The Sweater, Little Tree, All on the Same Earth, The Piñata Book, Discovering Dinosaurs, Macaw’s Chorus, Turtle’s Pond • Peek at the Story: The Courage to Learn, The Bee’s Secret, How Rivers Began, Pencil Magic, Elephant Upstairs, Reaching Above, Bad News Shoes, I Met a Monster, Bandage Bandit, Rocks in My Socks, The Snow Lion, Snake Weaves a Rug • Step into the Story: The Story of Tong and Mai Nhia, What if You Were an Octopus?, The Talking Lizard, The Weather on Blackberry Lane, Winter Snoozers, Why Wind and Water Fight • Check My Guess (Think about It): Bad News Shoes, I Met a Monster, Bandage Bandit, Rocks in My Socks, The Snow Lion, Snake Weaves a Rug • Readable Books (list of title provided at the end of this document) 	
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
<p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<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"> • RI.2.1.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Key Ideas and Details continued</i>		
<p>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>		<ul style="list-style-type: none"> • RI.2.2.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee’s Secret - Reaching Above
<p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<ul style="list-style-type: none"> • Build Knowledge: The Pizza Book, The Piñata Book 	<ul style="list-style-type: none"> • RI.2.3.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs
<i>Craft and Structure</i>		
<p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. 50 Read-Along books and 26 Readable books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.</p> <ul style="list-style-type: none"> • Vocabulary Word Tutorial • Build Vocabulary: The Pizza Book, The Piñata Book, Discovering Dinosaurs • Reading Detective (Build Vocabulary) song 	<ul style="list-style-type: none"> • RI.2.4.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes
<p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>		<ul style="list-style-type: none"> • RI.2.5.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> - How to Grow a Garden



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Craft and Structure continued</i>		
6. Identify the main purpose of a text, including what the author wants to answer, explain or describe.		<ul style="list-style-type: none"> • RI.2.6.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee’s Secret - Reaching Above
<i>Integration of Knowledge and Ideas</i>		
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> • Book: Sound 	<ul style="list-style-type: none"> • RI.2.7.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden
8. Describe how reasons support specific points the author makes in a text.		<ul style="list-style-type: none"> • RI.2.8.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> - How to Grow a Garden
9. Compare and contrast the most important points presented by two texts on the same topic.		<ul style="list-style-type: none"> • RI.2.9.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
<i>Range of Reading Level and Complexity</i>		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> • Books: Water, Sound, White Tailed Deer, Sequoyah’s Talking Leaves, Amazing Tails, The Talking Lizard, Winter Snoozers, The Pizza Book, The Piñata Book, Discovering Dinosaurs, The Courage to Learn, Treasures from the Loom, The Bees Secret, Reaching Above 	



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		
<p>3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> • Readable Word Play (Lesson 1-4) • Guess the Word (Spelling Exploration) (Lesson 1-4) • Mystery Word Pinball (Spelling Exploration) (Lesson 1-4) • Spelling Instruction: plane, brave, skate, they, pull, nose, pole, bone, home, have, mice, pile, tire, one, nice, cute, use, flute, around, does • Spelling Game—Automatic Word Recognition (Lesson 1-4) • Spelling Exploration (Lesson 1-4) • All-Star Spelling Postassessment (Lesson 1-4) • Word Recognition Assessment (Lesson 1-4) • Make and Spell Preassessment (Lesson 1-4) 	<ul style="list-style-type: none"> • RF.2.3a.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> - Lesson 1: /ā/ - Lesson 2: /ō/ - Lesson 3: /ī/ - Lesson 3: /ū/ - Readable Check Sheets
<p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p>	<ul style="list-style-type: none"> • Readable Word Play (Lesson 5-30) • Songs: Bossy Mr. R, Vowels Side by Side song • Make and Spell (Pretest) (Lesson 5-30) • All-Star Spelling Posttest (Lesson 5-30) • Guess the Word (Spelling Exploration) (Lesson 5-30) • Mystery Word Pinball (Spelling Exploration) (Lesson 5-30) • Spelling Game—Automatic Word Recognition (Lesson 5-30) • Spelling Instruction (Lesson 5-30) • Word Recognition Assessment (Lesson 5-30) • Spell and Blend (Lesson 5-30) 	<ul style="list-style-type: none"> • RF.2.3b.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lesson 1: /ē/, /ā/ - Lesson 2: /ar/ - Lesson 3: /oo/ as in book - Lesson 4: /oo/ as in zoo - Lesson 5: /ō/ - Lesson 6: /ow/ - Lesson 7: /ow/ - Lesson 8: /oi/ - Lesson 9: /aw/ - Lesson 10: /ō/ - Lesson 11: /er/ - Lesson 12: /or/ - Lesson 13: /ng/ - Lesson 14: /ī/ - Lesson 15: /ī/ - Lesson 16: /ō/ - Lesson 17: /oo/ letter team -ew as in new and few - Lesson 18: /oo/ letter team -ue as in blue - Lesson 19: /e/ - Lesson 20: Homophones - Readable Check Sheets



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Phonics and Word Recognition continued</i>		
3.c. Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> • Automatic Word Recognition for Lesson 30 • Word Recognition Assessment for Lesson 30 • All-star Spelling Postassessment for Lesson 30 • 30 Readable/Record/Listen Books: (See list at end of document.) 	<ul style="list-style-type: none"> • RF.2.3c.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> - Fluency Check Sheets
3.d. Decode words with common prefixes and suffixes.	<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 • Endings: Change Y to I Instruction (1-4) • Change Y to I Assessment (1-4) • Automatic Word Recognition for Lesson30 • Readable/Listen for Little Barry Busy • Readable/Record for Little Barry Busy • Comparatives Instruction • Comparatives Assessment (1-4) • Suffixes Instruction • Suffixes Assessment (1-4) • Prefixes Instruction • Prefixes Assessment (1-4) 	<ul style="list-style-type: none"> • RF.2.3d.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb Worksheets - Prefixes Worksheets - Suffixes Worksheets
3.e. Identify words with inconsistent but common spelling-sound correspondences (e.g. heat vs. head, roll vs. doll, hint vs. hind)	<ul style="list-style-type: none"> • Make and Spell Pretest: Child, Blind, Find, Two, Because, Roll, Cold, Post, Where, Your • Spelling Instruction: child, blind, find, roll, cold, post • Spelling Exploration: Lesson 19 (Pinball), 20 (Guess the Word) • Spell and Blend: Lesson 19, Lesson 20 • All-star Spelling Postassessment: Lesson 19, Lesson 20 • Readable Word Play: Lesson 19, Lesson 20 • Readable/Listen: Louis Braille, Troll’s Visit • Record Readables: (See list at end of document.) 	<ul style="list-style-type: none"> • RF.2.3e.pdf:Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Past Tense Verb Worksheets - Prefixes Worksheets - Suffixes Worksheets



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonics and Word Recognition <i>continued</i>		
<p>3.f. Recognize and read appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • Create a Face—Word Recognition Assessment (Lessons 19, 20, 21, 28, 29) • Spelling Exploration (Lessons 1–30) • Make and Spell Pre-assessment (Lessons 1–30) • All-star Spelling Postassessment (Lessons 1–30) • 30 Readable/Record/Listen Books: (See list at end of document.) • 54 Read Along Book: (See list at end of document.) 	<ul style="list-style-type: none"> • RF.2.3f.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
Fluency		
<p>4.a. Read on-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> • 30 Fluency Comprehension and Speed Books: (See list at end of document.) • 30 Readable (Record and Listen) Books: (See list at end of document.) • 54 Read Along Books: (See list at end of document.) 	<ul style="list-style-type: none"> • RF.2.4a.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - The Show - Mike and the Mice - Dinosaur Bones - Huge Red Plume - My Shark - The Bees - Barnaby - Do You Know? - Animals in the House - Cow on the Hill - The Noise in the Night - Clouds - Strawberry Jam - Bertie - Jade’s Note - Cory’s Horn - Lightning Bugs - The Lion and the Mouse - Louis Braille: Light Out of Darkness - Andrew’s News - Troll’s Visit - Sue’s Slime - The Giant and the Hare - The Name of the Tree



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Fluency continued</i>		
4.a. <i>continued</i>		<ul style="list-style-type: none"> - Frank's Pranks - Fudge for Sale - Through the Back Fence - Photos for Phil - Little Barry Busy - Moose are Not Meese - Fluency Check Sheets
4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Expression Instruction: Quotations (Matilda, Brute, Popcorn) • Expression Practice: Quotations (Sparrow 1, Sparrow 2, Sparrow 3) • Expression Instruction: Questions (Matilda, Brute, Popcorn) • Expression Practice: Questions (Sparrow 1, Sparrow 2, Sparrow 3) • Expression Instruction: Pauses (Matilda, Brute, Popcorn) • Expression Practice: Pauses (Sparrow 1, Sparrow 2, Sparrow 3) • Expression Instruction: Phrases (Matilda, Brute, Popcorn) • Expression Practice: Phrases (Sparrow 1, Sparrow 2, Sparrow 3) • Expression Instruction: Exclamations (Matilda, Brute, Popcorn) • Expression Practice: Exclamations (Sparrow 1, Sparrow 2, Sparrow 3) • The Mighty Sparrow: Expression Recordings • Fluency Speed and Comprehension Books: (See list at end of document.) • Readable books: (See list at end of document.) 	<ul style="list-style-type: none"> • RF.2.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. - Fluency Check Sheets
4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • 30 Fluency Comprehension Books: (See list at end of document.) • 30 Readable/Record/Listen Books: (See list at end of document.) • 54 Read Along Books: (See list at end of document.) 	<ul style="list-style-type: none"> • RF.2.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. - Fluency Check Sheets



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
WRITING STANDARDS		
Text Types and Purposes		
<p>1. 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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>		<ul style="list-style-type: none"> • W.2.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers
<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>		<ul style="list-style-type: none"> • W.2.2.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree
<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>		<ul style="list-style-type: none"> • W.2.3.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - I Met a Monster - Turtle's Pond - Bandage Bandit - The Story Cloth - Snake Weaves a Rug - Lorenzo's Llama - The Sweater - The Courage to Learn - Why Wind and Water Fight - The Bee's Secret - Macaw's Chorus - How Rivers Began - Pencil Magic - Elephant Upstairs - Reaching Above



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Production and Distributing of Writing		
4. (Begins in grade 3)		
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> • Writing Introduction • Edit Spelling • Revise: Start Sentences Differently • Edit Tricky Spelling • Revise: Delete Extra Words • Edit Punctuation • First Draft (1-7) • Prewrite Mapping (1-4) • Prewrite: Word Bank (1-4) • Revise: Add Details • Revise: Use Interesting Words (1, 2) • Revise: Stick to the Topic (1, 2) • Edit Capitals • Edit End Punctuation • Edit Commas 	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> • Writing Introduction • Edit Spelling • Revise: Start Sentences Differently • Edit Tricky Spelling • Revise: Delete Extra Words • Edit Punctuation • First Draft (1-7) • Prewrite Mapping • Prewrite: Word Bank • Revise: Add Details (1,2) • Revise: Use Interesting Words (1,2) • Revise: Stick to the Topic (1,2) • Edit Capitals • Edit End Punctuation • Edit Commas 	



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		<ul style="list-style-type: none"> • W.2.7.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree
8. Recall information from experiences or gather information from provided sources to answer a question.		<ul style="list-style-type: none"> • W.2.8.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
9. (Begins in grade 4)		
Range of Writing		
10. (Begins in grade 3)		
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		<ul style="list-style-type: none"> • SL.2.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity
1.b. Build on others' talk in conversations by linking their comments to the remarks of others.		<ul style="list-style-type: none"> • SL.2.1b.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
1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.		<ul style="list-style-type: none"> • SL.2.1c.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



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Comprehension and Collaboration continued</i>		
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>		<ul style="list-style-type: none"> • SL.2.2.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - 30 Fluency Comprehension books (See list at end of document.) - Turtle’s Pond - Noise? What Noise? - The Story of Tong and Mai Nhia - Why Wind and Water Fight - What if You Were an Octopus? - Little Tree - The Talking Lizard - All on the Same Earth - The Weather on Blackberry Lane - The Bee’s Secret - Pencil Magic - How Rivers Began - Elephant Upstairs
<p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>		<ul style="list-style-type: none"> • SL.2.3.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
<i>Presentation of Knowledge and Ideas</i>		
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>		<ul style="list-style-type: none"> • SL.2.4.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
<p>5. 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.</p>		<ul style="list-style-type: none"> • SL.2.5.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



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Presentation of Knowledge and Ideas <i>continued</i>		
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 and 27 CC for specific expectations.)		<ul style="list-style-type: none"> • SL.2.1.pdf • SL.2.2.pdf • SL.2.3.pdf • SL.2.4.pdf • SL.2.5.pdf
LANGUAGE STANDARDS		
Conventions of Standard English		
1.a. Use collective nouns (e.g., group).	<ul style="list-style-type: none"> • Book: Reading Above (Vocabulary word: flock) 	
1.b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<ul style="list-style-type: none"> • Strange Spelling song • Irregular Plurals Instruction • Irregular Plurals Assessment (1, 2, 3) 	<ul style="list-style-type: none"> • L.2.1b.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose are Not Meese - Plural Nouns
1.c. Use reflexive pronouns, (e.g., myself, ourselves).		<ul style="list-style-type: none"> • L.2.1c.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> - Contractions Worksheets - Possessive Nouns Worksheets
1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	<ul style="list-style-type: none"> • Irregular Verbs song • Irregular Verbs Instruction • Irregular Verbs Assessment (1, 2, 3) 	<ul style="list-style-type: none"> • L.2.1d.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 Worksheet
1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> • Songs: Adverbs, Adjectives Describe • Adverbs Instruction • Adverbs Assessment (1, 2, 3) • Adjectives Instruction • Adjectives Assessment (1, 2, 3) • Revise: Add Details (1, 2) • Revise: Use Interesting Words (1, 2) 	<ul style="list-style-type: none"> • L.2.1e.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives Worksheets - Adverbs Worksheets
1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	<ul style="list-style-type: none"> • Revise: Add Details • Revise: Use Interesting Words • Revise: Delete Extra Words 	<ul style="list-style-type: none"> • L.2.1f.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence Worksheet



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Conventions of Standard English continued</i>		
2.a. Capitalize holidays, product names, and geographic names.	<ul style="list-style-type: none"> Songs: Capital Letters (Titles), Capital Letters (Days), Capital Letters (Places), Capital Letters (Proper Nouns) Edit Capitals Edit Calendar Capitals 	<ul style="list-style-type: none"> L.2.2a.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> Capitalization Worksheet
2.b. Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> Comma, Comma, Comma (In a Letter) song Edit Commas Books: Today I Write a Letter; Andrew’s News 	
2.c. Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> Songs: Apostrophe Pig, Contraction Action 2 Contractions Assessment Check Punctuation All-Star Spelling for Lesson 21, 25 	<ul style="list-style-type: none"> L.2.2c.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> Contractions Worksheets Possessive Nouns Worksheets
2.d. Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy-->boil).	<ul style="list-style-type: none"> Spell and Blend (Lessons 1–30) Spelling Instruction: boat, coat, feet, words, explore, retell, unplug, could, always, plane, brave, skate, they, pull, nose, pole, bone, home, have, mice, pile, tire, nice, one, cute, use, flute, around, does, seek, eat, rain, play, said, car, shark, arm, want, about, book, good, look, once, was, zoo, room, food, animal, live, snow, know, grow, why, people, cow, now, brown, away, come, cloud, house, out, four, little, point, noise, boy, again, open, straw, lawn, saw, were, you, ball, small, write, bird, girl, germ, curl, water, horn, for, roar, before, brother, fang, lung, strong, would, very, light, night, might, their, give, child, blind, find, two, because, roll, cold, post, where, your, new, few, threw, don’t, there, glue, blue, what, other, some, head, ready, are, who, move, hair, hare, deer, dear, done, ink, tank, skunk, didn’t, been, fence, dance, change, gone, after, fudge, judge, edge, great, money, phone, photo, laugh, baby, over, tooth, teeth, foot Editing—Check Spelling Editing—Check Tricky Spellings Make and Spell (Lessons 1–30) All-Star Spelling (Lessons 1–30) Readable Word Play (Lessons 1–30) Word Recognition Assessment (Lessons 1–30) 	<ul style="list-style-type: none"> L.2.2d.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> Lesson 1: /ā/ Lesson 2: /ō/ Lesson 3: /ī/ Lesson 4: /ū/ Lesson 5: /ē/, /ā/ Lesson 6: /ar/ Lesson 7: /oo/ as in book Lesson 8: /oo/ as in zoo Lesson 9: /ō/ Lesson 10: /ow/ Lesson 11: /ow/ Lesson 12: /oi/ Lesson 13: /aw/ Lesson 14: /ō/ Lesson 15: /er/ Lesson 16: /or/ Lesson 17: /ng/ Lesson 18: /ī/ Lesson 19: /ī/ Lesson 20: /ō/ Lesson 21: /oo/ Letter team ew as in new and few Lesson 22: /oo/ Letter team ue as in blue Lesson 23: /e/ Lesson 24: Homophones



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Conventions of Standard English continued</i>		
2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		<ul style="list-style-type: none"> • L.2.2e.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <ul style="list-style-type: none"> - Vocabulary Dictionary
Knowledge of Language		
3.a. Compare formal and informal uses of English.		<ul style="list-style-type: none"> • L.2.3a.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> - Tell a Story Activity
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. 50 Read-Along books and 26 Readable books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. <ul style="list-style-type: none"> • Vocabulary Word Tutorial • Readable book Tutorial • Reading Detective (Build Vocabulary) song • Homophone Monkey • Homophone Instruction, Assessment (1-4) 	
4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> • Build Vocabulary: Little Tree, All on the Same Earth, The Pizza Book, The Piñata Book, Discovering Dinosaurs, Macaw’s Chorus 	
4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	<ul style="list-style-type: none"> • Put It at the Front song • Readable (Listen): Little Barry Busy • Readable (Record): Little Barry Busy • Prefixes Instruction • Prefixes Assessment (1, 2, 3) 	<ul style="list-style-type: none"> • L.2.4b.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes Worksheets



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<ul style="list-style-type: none"> • Songs: Let’s Compare, Put It at the End • Comparatives Instruction • Comparatives Assessment • Suffixes Instruction • Suffixes Assessment • Put It at the Front song • Prefixes Instruction • Prefixes Assessment (1, 2, 3) 	<ul style="list-style-type: none"> • L.2.4c.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives Worksheets - Prefixes Worksheets - Suffixes Worksheets
<p>4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g.,. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<ul style="list-style-type: none"> • Compound Words song 	
<p>4.e. Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. Most all Read-Along and Readable books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.</p> <ul style="list-style-type: none"> • Comprehension song, verse 4: Reading Detective (Build Vocabulary) • Readable books (See list at end of document. Please note that Mike and the Mice, The Noise in the Night, Strawberry Jam and Andrew’s News do not have hyperlinked words.) • Read-along books (See list at end of document. Please note that David Next Door, I Hate Peas, What if You Were an Octopus? and The Three Billy Goats Gruff do not have hyperlinked words.) 	<ul style="list-style-type: none"> • L.2.4e.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
<p>5.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy.)</p>	<ul style="list-style-type: none"> • Adjectives Describe song • Adjectives Instruction • Adjectives Assessment (1, 2, 3, 4) 	<ul style="list-style-type: none"> • L.2.5a.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> - Word Card Activity



MARYLAND STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>5.b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> • Synonym Tree song • Synonyms Instruction • Synonyms Assessment (1, 2, 3, 4) 	<ul style="list-style-type: none"> • L.2.5b.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> - Shades of Meaning Charades
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., When other kids are happy that makes me happy).</p>	<ul style="list-style-type: none"> • Build Vocabulary—Little Tree, All on the Same Earth, The Pizza Book, The Piñata Book, Discovering Dinosaurs, Macaw’s Chorus • Antonyms Instruction • Antonyms Assessment (1, 2, 3) • Homophones Instruction • Homophones Assessment (1, 2, 3) • 30 Fluency Comprehension Books: (See list at end of document.) • 30 Readable/Record/Listen Books: (See list at end of document.) • 54 Read Along Books: (See list at end of document.) 	



READING LEVEL ONE

Sing a Rhyme Songs & Books

The Apple Tree; Bluebird, Bluebird; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Little Rabbit; Eensy, Weensy, Spider; Tortillas, Tortillas; The Bus; My Valentine; Wee Willie Winkie; A-hunting We Will Go; Yankee Doodle; The Zulu Warrior

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

READING LEVEL TWO

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

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

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



READING LEVEL THREE

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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

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