Alignment Criteria: NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY *for* KINDERGARTEN, FIRST AND SECOND GRADES

MAY 2017

Waterford
CURRICULUM

CURRICULUM
Correlation

Waterford Reading & Classroom Advantage

100%

New York State P-12 Common Core Learning Standards for English Language Arts & Literacy

TABLE OF CONTENTS

OVERVIEW

This document provides a detailed correlation of WATERFORD READING AND CLASSROOM ADVANTAGE *and* NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY.

WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for PreK through second grade.

Waterford SmartStart (PreK) includes individualized learning software that adjusts to each child's pace and level. The software combined with the offline materials teach early reading, math, science, and social studies concepts as well as executive function, creative arts, and health and physical development.

Waterford Early Learning (K–2) is a technology-based early reading, math, and science program with integrated assessments and teacher tools.

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

Following an extensive review, Waterford Reading received CASE endorsement in 2016.

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

Classroom Advantage (PreK–2) puts Waterford's award-winning, comprehensive online curriculum at teachers' fingertips for whole-class or small-group lessons.

EVIDENCE-BASED CURRICULUM

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

STUDENT-CENTERED LEARNING

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

Placement Assessment: K–2 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.

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

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

COLLABORATIVE LEARNING

With Classroom Advantage, Waterford's 10,000 online activities are available for teachers to use with an interactive whiteboard or projector. This flexible tool for blended learning increases teachers' instructional efficacy. [Teachers can easily deliver engaging lessons]() aligned to their own pacing guide, core curriculum, or state standards.

CORRELATION DESCRIPTION

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

- **Digital Resources:** Engaging, evidence-based online activities that are presented to students during their individualized instruction. These activities are also available for collaborative instruction in Classroom Advantage.

- **Print, PDF, and Internet Resources:** Teacher guides, Waterford Manager teacher PDFs, hundreds of student books and songs, family engagement activities, newsletters and more complement Waterford's extensive digital resources.

CONTINUAL DEVELOPMENT

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

SUPPORT

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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
KINDERGARTEN		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	• Describe Characters • Find an Answer • Sum Up, Five W's • Look at Details	• RL.K.1.pdf: With prompting and support, ask and answer questions about key details in a text. – 49 stories with discussion questions to build comprehension
2. With prompting and support, retell familiar stories, including key details.	• Describe Characters • Find an Answer • Sum Up, Five W's • Sum Up, Remember Order • Look at Details • Picture Clues • What Comes Next?	• RL.K.2.pdf: With prompting and support, retell familiar stories, including key details. – 11 stories with discussion ideas to build comprehension
3. With prompting and support, identify characters, settings, and major events in a story.	• Describe Characters • Look at Details • Sum Up, Five W's	• RL.K.3.pdf: With prompting and support, identify characters, settings, and key events in a story. – 21 stories with discussion questions to build
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	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.	

5. Recognize common types of texts (e.g., storybooks, poems).		• RL.K.5.pdf: Recognize common types of texts (e .g ., storybooks, poems).
		  – Lost Socks
		  – Lumpy Mush
		  – Three Little Kittens
		  – The Alligator in the Library
		  – Garden Visitors

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Craft and Structure *continued*		

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.	• 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.
		  – Andy's Adventures
		  – Rex Is In a Fix
		  – Little Monkey

Integration of Knowledge and 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).	• Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story	• RL.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. – 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess
8. (Not applicable to literature)		

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• Compare Characters	• RL.K.9.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
		  – My Super Sticky Sandwich and Lumpy Mush
		  – Lost Socks and Play Ball
		  – At Camp and Family Vacation

a. With prompting and support, students will make cultural connections to text and self.	• Books: Jose Three; Tortillas, Tortillas • Connect to Me • Step Into the Story	
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.		• RL.K.1–RL.K.9.pdf: All activities provide opportunities for engagement in group reading.
Responding to Literature		
11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	• Books: Jose Three; Tortillas, Tortillas • Connect to Me • Step Into the Story	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		

1. With prompting and support, ask and answer questions about key details in a text.	• Describe Characters
	• Find an Answer
	• Sum Up, Five W's
	• Look at Details
		• RI.K.1.pdf: With prompting and support, ask and answer questions about key details in a text.
		  – Seeing Fingers
		  – What Is a Cloud?
		  – Legs

2. With prompting and support, identify the main topic and retell key details of a text.	• Describe Characters
	• Find an Answer
	• Sum Up, Five W's
	• Sum Up, Remember Order
	• Look at Details
	• Picture Clues
	• What Comes Next?
		• RI.K.2.pdf: With prompting and support, identify the main topic and retell key details of a text.
		  – Seeing Fingers
		  – What Is a Cloud?
		  – Legs

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Compare Characters	• RI.K.3.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.
		  – How to Grow a Garden
		  – Think With Me
		  – Growing Flowers

Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	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.	

5. Identify the front cover, back cover, and title page of a book.	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.	• RI.K.5.pdf: Identify the front cover, back cover, and title page of a book.
		  – Fawn Eyes
		  – What Is a Cloud?
		  – Legs

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 of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.	• 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.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Integration of Knowledge and Ideas		

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).	• Picture Clues
	• Words Tell About the Pictures
	• Picture Story
	• Peek at the Story
		• RI.K.7.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.
		  – Opposites
		  – Watch the Wooly Worm
		  – A Story in the Snow

8. With prompting and support, identify the reasons an author gives to support points in a text.		• RI.K.8.pdf: With prompting and support, identify the reasons an author gives to support points in a text.
		  – How to Grow a Garden
		  – Think With Me

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		• RI.K.9.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic.
		  – How to Grow a Garden
		  – Growing Flowers
		  – Think With Me

Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.		• RI.K.1–RI.K.9.pdf: All activities provide opportunities for engagement in group reading.
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.	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Print Concepts *continued*		
a. Follow words from left to right, top to bottom, and page by page.	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. • Print Concepts • Print Directionality • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See lists of titles at end of document.)	• RF.K.1a.pdf: Follow words from left to right, top to bottom, and page-by-page. – Print Directionality
b. Recognize that spoken words are represented in written language by specific sequences of letters.	• Letters Make Words • Picture Story • Look, Listen, and Match	• RF.K.1b.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. – Map Text to Speech 1 – Map Text to Speech 2
c. Understand that words are separated by spaces in print.	• Print Concepts • Look, Listen, and Match	• RF.K.1c.pdf: Understand that words are separated by spaces in print. – Print Concepts
d. Recognize and name all upper- and lowercase letters of the alphabet.	• ABC Songs • Alphabet Review • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • What's Your Name?	• RF.K.1d.pdf: Recognize and name all upper- and lowercase letters of the alphabet. – Writing Practice (Aa-Zz)

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Waterford Reading and Classroom Advantage both provide activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. Please see description in each detailed section below.	

a. Recognize and produce rhyming words.	• Rhyme
	• Rhyme Match
	• Finish the Picture
	• One Doesn't Rhyme
	• Rhyming Words song
	• Sing a Rhyme Songs/Books
	  (See list of titles at end of document.)
		• RF.K.2a.pdf: Recognize and produce rhyming words.
		  – Change the Rhyme
		  – Rhyming Riddles
		  – Down by the Bay
		  – Rhyme Match
		  – Rhyming Bingo
		  – Sound Sense Cards

b. Count, pronounce, blend, and segment syllables in spoken words.	• Syllable • Syllable Safari • Take Away Syllables	• RF.K.2b.pdf: Count, pronounce, blend, and segment syllables in spoken words. – Segmenting Syllables
c. Blend and segment onsets and rimes of single-syllable spoken words.	• Blend Onset/Rime • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Individual Phonemes • Find the Picture	• RF.K.2c.pdf: Blend and segment onsets and rimes of single-syllables spoken words. – Segmenting Syllables

d. 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/.)	• Initial Sounds
	• Right Initial Sound
	• Final Sound
	• Right Final Sound
	• Where is the Sound?
	• Stick 'n' Spell
		• 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/).
		  – Segmenting
		  – Sound Sense Playing Cards

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to grade-level phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound?	

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	• Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song;
	• Sound Room; /a/ /e/ /i/ /o/ /u/
		• RF.K.3b.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.
		  – Phonics and Word Recognition
		  – Long and Short Vowel Cards

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	• Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See lists of titles at end of document.) • Power Words	
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	• Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Choose a Sound • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Where is the Sound?	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Fluency		
4. Read emergent-reader texts with purpose and understanding.	• Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See lists of titles at end of document.)	• RF.K.4.pdf: Read emergent-reader texts with purpose and understanding. – Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
WRITING STANDARDS		
Text Types and Purposes		
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 . . .).		• 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

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.		• 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

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.		• 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

Production and Distribution of Writing		
4. (Begins in grade 3)		
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		• W.K.5.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. – Family Vacation Creative Writing

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Production and Distribution of Writing *continued*		
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Waterford's Classroom Advantage provides access to a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice activities.	
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).		• 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). – 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.	• Connect to Me • Step Into the Story • Find an Answer • Build Knowledge	• W.K.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. – Andy's Adventures – At Camp – I Go . . . – Together – Opposites
9. (Begins in grade 4)		
Range of Writing		
10. (Begins in grade 3)		
Responding to Literature		
11. Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.		• 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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
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. Please see details in sections below.	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		• SL.K.1a.pdf: Follow agreed-upon rules for discussions. – Speaking and Listening - Taking Turns
b. Continue a conversation through multiple exchanges.		• SL.K.1b.pdf: Follow agreed-upon rules for discussions. – Speaking and Listening - Taking Turns
c. Seek to understand and communicate with individuals from different cultural backgrounds.	• Books: Seeing Fingers; In the Rain	
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.		• 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. – My Super Sticky Sandwich – Ooey, Gooey 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.	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.	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		• SL.K.4.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. – My Favorite Things
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.		• SL.K.5.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. – My Favorite Things
6. Speak audibly and express thoughts, feelings, and ideas clearly.		• SL.K.6.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. – My Favorite Things
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.	
a. Print many upper- and lowercase letters.	• Letter Pictures • Letter Picture Writing • Distinguish Letters • Similarities and Differences in Letters • Alphabet Review	• L.K.1a.pdf: Print many upper and lowercase letters. – Capital Letter Formation – Lowercase Letter Formation – Block Letter Worksheet – Letter Picture Handwriting Worksheets (Aa-Zz)
b. Use frequently occurring nouns and verbs.	• Songs: Nouns; Verbs • Nouns • Verbs	
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	• Song: More Than One • Plural Nouns	
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	• Sum Up, Five Ws	
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	• Song: Preposition Ship	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Conventions of Standard English *continued*		
f. Produce and expand complete sentences in shared language activities.	• Song: What is a Sentence? • Sentences	• L.K.1f.pdf: Produce and expand complete sentences in shared language activities. – Making Up Sentences
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
a. Capitalize the first word in a sentence and the pronoun I.	• Song: What is a Sentence? • Sentences	• L.K.2a.pdf: Capitalize the first word in a sentence and the pronoun I. – I Like Kites Punctuation Worksheet
b. Recognize and name end punctuation.	• Song: What is a Sentence? • Sentence Marks	• L .K.2b.pdf Recognize and name end punctuation. – I Like Kites Punctuation Worksheet

c. Write a letter or letters for most consonant and shortvowel sounds (phonemes).	• Letter Sound Songs
	• Letter Sound
	• Letter Sound Screening
	• Sound Room
	• Letter Pictures
	• Letter Picture Writing
	• Name That Letter Sound
	• Choose a Sound
	• Where is the Sound?
		• L.K.2c.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
		  – Capital Letter Formation
		  – Lowercase Letter Formation
		  – Block Letter Worksheet
		  – Letter Picture Handwriting Worksheets (Aa-Zz)

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Picture Writing • Name That Letter Sound • Choose a Sound	• L.K.2dpdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. – Spelling by Sound Activity
Knowledge of Language		
3. (Begins in grade 2)		

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All Read-Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		• L.K.4a.pdf: Identify new meanings for familiar words and apply them accurately. – One Word, Two Meanings
b. 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.		• 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. – Affixes and Inflections
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	Waterford Reading and Classroom Advantage both provide many activities for students to explore word relationships and meanings. Please see description in each detailed section below.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	• Sort • Make Comparisons • Look at Details	• L.K.5a.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. – Object Sort
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	• Book: Opposites • Opposites	• L.K.5b.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). – Guess the Opposite
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		• L.K.5c.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). – Make Connections
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		• 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. – Shades-of-Meaning Charades

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Vocabulary Acquisition and Use *continued*		
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts. • Vocabulary • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books (See lists at end of document.)	
GRADE 1		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
1. Ask and answer questions about key details in a text.	• Recall Details • Ask a Question • Sum Up, Five Ws	• RL.1.1.pdf: Ask and answer questions about key details in a text. – 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.	• Recall Details • Sum Up, Remember Order • Sum Up, Five Ws	• RL.1.2.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. – The Three Little Pigs – Mr. Lucky Straw
3. Describe characters, settings, and major events in a story, using key details.	• Describe Characters • Compare Characters • Sum Up, Remember Order • Traditional Tales (See list of titles at end of document.)	• RL.1.3.pdf: Describe characters, settings, and major events in a story, using key details. – The Three Little Pigs

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Craft and Structure		
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		• RL.1.4.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. – 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
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.	• Traditional Tales • Informational Books (See lists of titles at end of document.)	• 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. – Text Type Activity—Narrative Text – Text Type Activity—Informational Text – How to Grow a Garden
6. Identify who is telling the story at various points in a text.		• RL.1.6.pdf: Identify who is telling the story at various points in a text. – Who Is the Speaker? – The Brothers – The City Mouse and the Country Mouse – Mr. Lucky Straw
Integration of Knowledge and Ideas		
7. Use illustrations and details in a story to describe its characters, setting, or events.	• Sum Up, Remember Order • Traditional Tales (See list of titles at end of document.) • Peek at the Story	• RL.1.7.pdf: Use illustrations and details in a story to describe its characters, setting, or events. – The Gingerbread Man – The Little Red Hen – The City Mouse and the Country Mouse – The Brothers
8. (Not applicable to literature)		
9. Compare and contrast the adventures and experiences of characters in stories.	• Describe Characters • Compare Characters • Traditional Tales (See list of titles at end of document.)	• RL.1.9.pdf: Compare and contrast the adventures and experiences of characters in stories. – The City Mouse and the Country Mouse

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Integration of Knowledge and Ideas *continued*		
a. With prompting and support, students will make cultural connections to text and self.	• Books: La Tortuga; Mr. Lucky Straw	
Range of Reading and Level of Text Complexity		
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	• Build Knowledge • Imagine Beyond • Traditional Tales • Informational Books • Readable Walk-Through/Jump-Through Books • Readable Books (Read or Record) (See lists of titles at end of document.)	
Responding to Literature		
11. Make connections between self, text, and the world around them (text, media, social interaction).	• Books: La Tortuga; Mr. Lucky Straw	
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		

1. Ask and answer questions about key details in a text.	• Recall Details
	• Ask a Question
	• Sum Up, Five Ws
		• RI.1.1.pdf: Ask and answer questions about key details in a text.
		  – 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 Wilbur and Orville Wright

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Key Ideas and Details *continued*		
2. Identify the main topic and retell key details of a text.	• Recall Details • Informational Tales (See list of titles at end of document.)	• RI.1.2.pdf: Identify the main topic and retell key details of a text. – 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 Wilbur and Orville Wright
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Connect to Me • Compare Characters • Build Knowledge • Recall Details • Sum Up, Remember Order • Informational Books (See lists of titles at end of document.)	• RI.1.3.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. – Making Connections: 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 Wilbur and Orville Wright
Craft and Structure		
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	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 pop-up with the definition and an illustration.	• RI.1.4.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. – Animal Bodies – Star Pictures
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.		• RI.1.5.pdf: Know and use various text features to locate key facts or information in a text. – How to Grow a Garden
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• Informational Books (See list of titles at end of document.)	• RI.1.6.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. – Star Pictures

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Integration of Knowledge and Ideas		
7. Use the illustrations and details in a text to describe its key ideas.	• Informational Books (See list of titles at end of document.)	• RI.1.7.pdf: Use the illustrations and details in a text to describe its key ideas. – Star Pictures
8. Identify the reasons an author gives to support points in a text.	• Informational Books (See list of titles at end of document.)	• RI.1.8.pdf: Identify the reasons an author gives to support points in a text. – How to Grow a Garden
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Informational Books (See list of titles at end of document.)	• RI.1.9.pdf: Identify basic similarities and differences between two texts on the same topic. – The City Mouse and the Country Mouse
Range of Reading and Level of Text Complexity		
10. With prompting and support, read informational texts appropriately complex for grade 1.	• Informational Books (See list of titles at end of document.)	• RI.1.10.pdf: With prompting and support, read informational texts appropriately complex for grade 1. – 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 Wilbur and Orville Wright
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 section below.	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	• Song: What Is a sentence?; Capital Letters • Sentences • Sentence Marks • Edit Capitals	• RF.1.1a.pdf: Recognize the distinguishing features of a sentence. – Sentence Strips – Language Concepts Worksheets

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Waterford Reading and Classroom Advantage both provide activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. Please see description in each detailed section below.	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	• Song: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse	• RF.1.2a.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. – Phonics and Word Recognition – Long and Short Vowel Cards
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	• Song: Consonants Together • Blend Individual Phonemes • Blend Onset/Rime • Blending • Blend Every Sound • Blending Dragon • Blending Riddles • Word Blending • Find the Picture • Stick 'n' Spell • Spell and Blend	• RF.1.2b.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. – Blending: Onset-Rime – Phoneme Blending – Sound Sense Bingo Cards
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	• Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Stick 'n' Spell • Letter Sound • Say and Trace • Sound Room • Where Is the Sound?	• RF.1.2c.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. – Segmenting: First Phoneme – Segmenting: Last Phoneme – Phoneme Categorization – Sound Sense Playing Cards
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	• Phoneme Segmentation	• RF.1.2d.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. – Counting Individual Phonemes – Phoneme Segmentation – Sound Sense Playing Cards

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to grade-level phonics and word analysis skills in decoding words. Please see description in each detailed section below.	

a. Know the spelling-sound correspondences for common consonant digraphs.	• 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
	• Sound Room-Digraphs
	• Pattern Hunt, Lesson 27
	• Spell and Blend
	• Name That Sound
	• Word Pattern Spelling
	• Letter Sound Screening
	• Word Blending
	• Say and Trace
		• RF.1.3a.pdf: Know the spelling-sound correspondences for common consonant digraphs.
		  – Level Two Scope and Sequence of Skills
		  – Consonant Blending: -ck, cl-, spl
		  – Pattern Word Blending: -uff
		  – Pattern Word Blending: -ash
		  – Sounds Fun!

b. Decode regularly spelled one-syllable words.	• Songs: Sneaky Magic E; C and G; Key Words
	• Word Mastery
	• Watch Me Read
	• Key Word Match
	• Pattern Hunt
	• Spell and Blend
	• Word Construction
	• Word Pattern Spelling
	• Sentence Dictation
	• Say and Trace
		• RF.1.3b.pdf: Decode regularly spelled one-syllable words.
		  – Readable Books/Letter Patterns Activities Chart
		  – 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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonics and Word Recognition *continued*		

c. Know final -e and common vowel team conventions for representing long vowel sounds.	• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side
	• Key Word Match
	• Word Construction
	• Word Pattern
	• Word Blending
	• Word Mastery Games
	• Mystery Words
	• Watch Me Read
		• RF.1.3c.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.
		  – Level Two Scope and Sequence of Skills
		  – Pattern Word Building
		  – Word Study Introduction
		  – Spelling

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	• Song: Compound Words
	• Syllables
	• Compound Words
	• Watch Me Read
		• RF.1.3d.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
		  – Syllable Segmentation
		• RF.1.3e.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.
		  – Reading Trick: Key Word Match
		  – Reading Trick: Pattern Hunt
		  – Reading Trick: Mystery Word

e. Decode two-syllable words following basic patterns by breaking the words into syllables.	• Song: Compound Words
	• Syllables
	• Compound Words
	• Watch Me Read
		• RF.1.3e.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.
		  – Reading Trick: Key Word Match
		  – Reading Trick: Pattern Hunt
		  – Reading Trick: Mystery Word

f. Read words with inflectional endings.	• 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
	• Suffixes
	• Comparatives
		• RF.1.3f.pdf: Read words with inflectional endings.
		  – Pattern Word Building: Double the Letter
		  – Language Concept Practice Pages: Plural Nouns

g. Recognize and read grade-appropriate irregularly spelled words.	• Readable Read/Record Books
	• Readable Walk-Through Books
	  (See lists of titles at end of document.)
	• Word Mastery
	• Power Words
	• Spelling Scramble
		• RF.1.3g.pdf: Recognize and read grade-appropriate, irregularly spelled words.
		  – Say, Spell, Write
		  – Power Word Cards

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension.	Waterford software activities 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. Please see description in each detailed section below.	

a. Read grade-level text with purpose and understanding.	• Reading Tutorial
	• Readable-Read/Record
	  (See list of titles at end of document.)
	• Expression Instruction
	• Fluency Speed
		• RF.1.4a.pdf: Read on-level text with purpose and understanding.
		  – Level Two Books Chart

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Reading Tutorial
	• Readable-Read/Record
	  (See list of titles at end of document.)
	• Expression Instruction
	• Fluency Speed
		• RF.1.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  – Readable Books Chart
		  – Repeated Readings
		  – Fluency Check Sheets

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Song: Look for a Clue • Rusty and Rosy's Clues • Mystery Words • Use a Clue • Watch Me Read	• RF.1.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Use-a-clue
WRITING STANDARDS		
Text Types and Purposes		
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	• Play and Practice Tutorial • Play and Practice: Word Processor	• W1.1.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. – Opinion Writing Activities
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	• Play and Practice Tutorial • Play and Practice: Word Processor	• 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. – Topical Writing Activities

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Text Types and Purposes *continued*		
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.	• Play and Practice Tutorial • Play and Practice: Word Processor	• 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. – Narrative Writing Activities
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.		• 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. – 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.	Waterford Early Learning includes a word processor feature for producing and publishing writing. Used with Classroom Advantage, this teacher-led, digital tool encourages collaboration through Play and Practice activities.	
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).		• 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). – 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.	• Connect to Me • Build Knowledge	• 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). – The Writing Process (including Proofreading Chart)
9. (Begins in grade 4)		
Range of Writing		
10. (Begins in grade 3)		

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Responding to Literature		
11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.		• W1.1.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. – Opinion Writing Activities
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about grade 1 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. Please see details in sections below.	
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).		• SL.1.1a.pdf: Follow agreed-upon rules for discussions. – Discussion Rules Activity
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		• SL.1b.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. – Discussion Rules Activity
c. Ask questions to clear up any confusion about the topics and texts under discussion.	• Ask a Question • Recall Details	• SL.1c.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. – Discussion Rules Activity
d. Seek to understand and communicate with individuals from different cultural backgrounds.	• Build Knowledge: La Tortuga	

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Ask a Question
	• Recall Details
		• SL.1.2.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		  – The Three Little Pigs
		  – Anansi and the Seven Yarn Hills
		  – Mr. Lucky Straw

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Comprehension and Collaboration *continued*		
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	• Ask a Question • Recall Details	• 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. – Ask and Answer Activity
Presentation of Knowledge and Ideas		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		• SL.1.4.pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. – Ask and Answer Activity
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		• SL.1.5.pdf: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. – Writing and Pictures Activity
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1and 3 on page 36 for specific expectations.)		• SL.1.1-5.pdf: All activities SL.1.1 through SL.1.5 provide opportunities to practice producing complete sentences.
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.	
a. Print all upper- and lowercase letters.	• Letter Pictures • Letter Picture Writing	• L.1.1a.pdf: Print all upper- and lowercase letters. – Letter Picture Handwriting Worksheets (Aa-Zz)
b. Use common, proper, and possessive nouns.	• Songs: Apostrophe Pig; Nouns; Pronouns • Nouns • Possessive Nouns • Pronouns	• L.1.1b.pdf: Use common, proper, and possessive nouns. – Skill Builder Song: "Nouns" – Practice Pages: Nouns
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	• Songs: More Than One • Nouns • Plural Nouns • Verbs	• L.1.1c.pdf: Use singular and plural nouns with matching verbs in basic sentences. – Practice Pages: Plural Nouns – Practice Pages: Verbs and Nouns – Practice Pages: Verb Endings

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Conventions of Standard English *continued*		
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	• Song: Pronouns • Pronouns	• L1.1.d.pdf: Use personal, possessive, and indefinite pronouns. – Practice Pages: Pronouns
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).	• Song: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs	• L.1.1e.pdf: Use verbs to convey a sense of past, present, and future. – Practice Pages: Verbs
f. Use frequently occurring adjectives.	• Song: Adjectives Describe • Adjectives	• L.1.1f.pdf: Use frequently occurring adjectives. – Who Am I? – Practice Pages: Adjectives
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).		• L.1.1g.pdf: Use frequently occurring conjunctions. – Practice Pages: Conjunctions
h. Use determiners (e.g., articles, demonstratives).		• L.1.1h.pdf: Use determiners. – Practice Pages: Determiners
i. Use frequently occurring prepositions (e.g., during, beyond, toward).	• Song: Preposition Ship	• L.1.1i.pdf: Use frequently occurring prepositions. – Practice Pages: Preposition
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	• Song: What Is a sentence? • Sentences • Sentence Marks	• L.1.1j.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. – Types of Sentences – Skill Builder Song
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
a. Capitalize dates and names of people.	• Songs: Capital Letters; Proper Nouns • Edit Capitals	• L.1.2a.pdf: Capitalize the dates and names of people. – Worksheet: Capitalization
b. Use end punctuation for sentences.	• Song: What Is a Sentence?; Sentence Marks • Sentence Marks • Edit End Punctuation	• L.1.2b.pdf: Use end punctuation for sentences. – A Closer Look – What's My Sentence? – Sentence Strips – Practice Pages: Punctuation – Practice Pages: Sentences

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Conventions of Standard English *continued*		
c. Use commas in dates and to separate single words in a series.	• Song: Comma, Comma, Comma • Edit Commas	• L.1.2c.pdf: Use commas in dates and to separate single words in a series. – Worksheet: Commas
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	• Song: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble	
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• Spell and Blend • Word Blending • Word Pattern • Letter Sound • Sound Room • Say and Trace • Word Pattern Spelling • Dictation Sentences	
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 grade 1 reading and content, choosing flexibly from an array of strategies.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All Read-Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	• Song: Look for a Clue • Use a Clue • Rusty and Rosy's Clues • Readable Walk-Through (See list of titles at end of document.)	• L.1.4a.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. – Can Matilda Get the Cheese? – What Is in the Tree? – Will You Play with Me?

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Vocabulary Acquisition and Use *continued*		
b. Use frequently occurring affixes as a clue to the meaning of a word.	• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Double the Fun • Prefixes • Suffixes	• L.1.4b.pdf: Use frequently occurring affixes as a clue to the meaning of a word. – Affixes and Inflections
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	• Song: Tricky Y to I • Change Y to I	• L.1.4c.pdf: Identify frequently occurring root words and their inflectional forms. – Affixes and Inflections
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Waterford's Early Reading program software and Classroom Advantage both provide many activities for students to explore figurative language, word relationships, and meanings. Please see description in each detailed section below.	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		• L.1.5a.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. – Sorting Objects
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).		• L.1.5b.pdf: Define words by category and by one or more key attributes. – Sorting Objects
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	• Connect to Me • Readable Jump-Through (See list of titles at end of document.)	• L.1.5c.pdf: Identify real-life connections between words and their use. – Making Connections
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		• 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. – Shades of Meaning: Verbs and Adjectives

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Vocabulary Acquisition and Use *continued*		
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).	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. • Readable Jump-Through • Readable Books • Informational Books • Traditional Tales (See lists of titles at end of document.)	
GRADE 2		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Describe Characters
	• Find an Answer
	• Sum Up, Five W's
	• Sum Up, Remember Order
	• Compare Characters
	• Map the Story
		• 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.
		  – 30 Readable Books/Fluency Comprehension and Speed Titles (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
		  – What if You Were an Octopus?
		  – Little Tree

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Key Ideas and Details *continued*		

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text *continued*.		• 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 *continued*.
		  – 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.	• Read Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	  (See lists of titles at end of document.)
		• RL.2.2.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
		  – 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.	• Describe Characters
	• Compare Characters
	• Map the Story
	• Sum Up, Remember Order
	• Sum Up, Five Ws
		• RL.2.3.pdf: Describe how characters in a story respond to major events and challenges.
		  – 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.	• Expression: Phrases	• RL.2.4.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.
		  – 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.	• Song: Reading Detective • Sum Up, Remember Order • Map the Story	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Craft and Structure *continued*		
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• Compare Characters • Expression: Quotations	• RL.2.6.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Story Structure Activity
Integration of Knowledge and Ideas		
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• Compare Characters • Map the Story • Sum Up, Remember Order • Peek at the Story • Check My Guess	• 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. – 30 Readable Books/Fluency Comprehension and Speed Titles (See list at end of document.)
8. (Not applicable to literature)		
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		• RL.2.9.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. – Story Variations Activity
Range of Reading and Level of Text Complexity		
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.	• Song: Reading Detective • Read Along Books (See list of titles at end of document.) • Map the Story • Peek at the Story • Check My Guess • Fluency Comprehension	
Responding to Literature		
11. Make connections between self, text, and the world around them (text, media, social interaction).	• Books: The Piñata Book; Treasures From the Loom; Duc Tho Le's Birthday Present; The Story Cloth; Lorenzo's Llama; The Story of Tong and Mai Nhia; The Snow Lion	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Compare Characters • Map the Story • Sum Up, Remember Order • Peek at the Story • Check My Guess	• 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. – Vocabulary Match: Islands and Volcanoes – Vocabulary Match: Tornadoes
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		• RI.2.2.pdf: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. – Great White Bird – The Talking Lizard – Winter Snoozers – The Courage to Learn – The Bee's Secret – Reaching Above
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like…Thomas Edison; Stephen Hawking; Alexander von Humboldt; Sophie Germain; Thales; Archimedes; Ada Byron Lovelace • Build Knowledge	• 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. – Louis Braille – Reaching Above – The Courage to Learn – Discovering Dinosaur
Craft and Structure		
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	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 pop-up with the definition and an illustration. • Vocabulary Word Tutorial • Build Vocabulary	• RI.2.4.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. – Vocabulary Match: Islands and Volcanoes – Vocabulary Match: Tornadoes

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Craft and Structure *continued*		
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.		• RI.2.5.pdf: Know and use various text features to locate key facts or information in a text efficiently. – How to Grow a Garden
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• Informational Books (See list of titles at end of document.)	• RI.2.6.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. – Great White Bird – The Pizza Book – The Piñata Book – The Talking Lizard – The Courage to Learn – The Bee's Secret – Reaching Above
Integration of Knowledge and Ideas		
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water	• RI.2.7.pdf: Explain how specific images contribute to and clarify a text. – How to Grow a Garden
8. Describe how reasons support specific points the author makes in a text.		• RI.2.8.pdf: Describe how reasons support specific points the author makes in a text. – How to Grow a Garden
9. Compare and contrast the most important points presented by two texts on the same topic.		• RI.2.9.pdf: Describe how reasons support specific points the author makes in a text. – Venn Diagram Activity: Penguins and Falcons
Range of Reading and Level of Text Complexity		
10. By the end of 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.	• Informational Books (See list of titles at end of document.) • Books: I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Mathematician Like Thales; Archimedes; Ada Byron Lovelace	

NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to grade-level phonics and word analysis skills in decoding words. Please see description in each detailed section below.	
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Guess the Word • Mystery Word Pinball • Word Recognition • Spell and Blend	• RF.2.3a.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. – Lesson 1: /ā/ – Lesson 2: /ō/ – Lesson 3: / ī / – Lesson 3: /ū/ – Readable Check Sheets
b. Know spelling-sound correspondences for additional common vowel teams.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Make and Spell • All-Star Spelling • Guess the Word • Mystery Word Pinball • Spelling Game • Spelling Instruction • Word Recognition • Spell and Blend • Spelling Scramble	• RF.2.3b.pdf: Know spelling-sound correspondences for additional common vowel teams. – 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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonics and Word Recognition *continued*		
c. Decode regularly spelled two-syllable words with long vowels.	• Word Recognition • All-Star Spelling	• RF.2.3c.pdf: Decode regularly spelled two-syllable words with long vowels. – Fluency Check Sheets

d. Decode words with common prefixes and suffixes.	• Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun
	• Prefixes
	• Suffixes
	• Comparatives
	• Change Y to I
		• RF.2.3d.pdf: Decode words with common prefixes and suffixes.
		  – Lesson 30: Prefixes and Suffixes
		  – Invent a Word: Prefixes
		  – Build a Word: Prefixes
		  – Past Tense Verb Worksheets
		  – Prefixes Worksheets
		  – Suffixes Worksheets

e. Identify words with inconsistent but common spelling-sound correspondences.	• Spelling
	• Spelling Exploration
	• All-Star Spelling
	• Make and Spell
		• RF.2.3e.pdf:Decode words with common prefixes and suffixes.
		  – 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

f. Recognize and read grade-appropriate irregularly spelled words.	• Read Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	• Readable Books
	(See lists of titles at end of document.)
	• Spelling Exploration
	• Make and Spell
	• All-Star Spelling
	• Word Recognition
		• RF.2.3f.pdf: Recognize and read appropriate irregularly spelled words.
		  – Lesson 1: /ī/
		  – Lesson 2: /ō/
		  – Lesson 3: /f/
		  – Lesson 4: Irregular Plurals

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension.	Waterford software activities provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently allowing them to practice and enjoy appropriate reading behaviors. Please see description in each detailed section below.	

a. Read grade-level text with purpose and understanding.	• Read Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	• Readable Books (Record, Read, Listen)
	(See lists of titles at end of document.)
		• RF.2.4a.pdf: Read on-level text with purpose and understanding.
		  – 30 Readable Books/Fluency Comprehension and Speed Titles (See list at end of document.)
		  – Fluency Check Sheets

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (Record, Read, Listen) (See lists of titles at end of document.)	• RF.2.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. – Fluency Check Sheets
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Songs: Look for a Clue • Rusty and Rosy's Clues • Use a Clue • Watch Me Read • Mystery Words • Read Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (Record, Read, Listen) (See lists of titles at end of document.)	• RF.2.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Fluency Check Sheets

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
WRITING STANDARDS		
Text Types and Purposes		
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	• Writing Introduction • Word Processor Tutorial • Word Processor • Play and Practice • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• 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. – Bad News Shoes – The Piñata Book – Winter Snoozers
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.	• Writing Introduction • Word Processor Tutorial • Word Processor • Play and Practice • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• 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. – Noise? What Noise? – The Pizza Books – Little Tree
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.	• Writing Introduction • Word Processor Tutorial • Word Processor • Play and Practice • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• 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. – 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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Production and Distribution 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.	• Writing Introduction • Word Processor Tutorial • Word Processor • Play and Practice • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	• Word Processor Tutorial • Word Processor	
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).		• W.2.7.pdf: Participate in shared research and writing projects.
		  – 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.	• Informational Books (See list of titles at end of document.)
	• Build Knowledge
		• W.2.8.pdf: Recall information from experiences or gather information from provided sources to answer a question.
		  – All on the Same Earth
		  – The Bee's Secret

9. (Begins in grade 4)		
Range of Writing		
10. (Begins in grade 3)		

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Responding to Literature		

11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.		• 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.
		  – Bad News Shoes
		  – The Piñata Book
		  – Winter Snoozers

SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about grade 2 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. Please see details in sections below.	
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).		• SL.2.1a.pdf: Follow agreed-upon rules for discussions. – Ball Toss Activity
b. Build on others' talk in conversations by linking their comments to the remarks of others.		• SL.2.1b.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. – Ball Toss Activity
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.		• SL.2.1c.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. – Ball Toss Activity
d. Seek to understand and communicate with individuals from different cultural backgrounds.	• Books: The Piñata Book; Treasures From the Loom; Duc Tho Le's Birthday Present; The Story Cloth; Lorenzo's Llama; The Story of Tong and Mai Nhia; The Snow Lion	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Comprehension and Collaboration *continued*		
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	• Read Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (Read, Record, Listen) (See lists of titles at end of document.)	• SL.2.2.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. – 30 Readable Books/Fluency Comprehension and Speed Titles (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
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.		• 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. – Ball Toss Activity
Presentation of Knowledge and Ideas		
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		• SL.2.4.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. – Tell a Story Activity
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.		• 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. – Visual Aids and Recording Activity

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Presentation of Knowledge and Ideas *continued*		
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 36 for specific expectations.)		• SL.2.1.pdf–SL.2.5.pdf: All Speaking and Listening activities provide opportunities to practice producing complete sentences.
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.	
a. Use collective nouns (e.g., group).	• Irregular Plurals	

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	• Song: Strange Spelling
	• Irregular Plurals
		• L.2.1b.pdf: Form and use frequently occurring irregular plural nouns.
		  – Moose Are Not Meese
		  – Plural Nouns

c. Use reflexive pronouns (e.g., myself, ourselves).		• L.2.1c.pdf: Use reflexive pronouns.
		  – Contractions Worksheets
		  – Possessive Nouns Worksheets

d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	• Song: Irregular Verbs
	• Irregular Verbs
		• L.2.1d.pdf: Form and use the past tense of frequently occurring irregular verbs.
		  – Writing About the Past Activity
		  – Irregular Verbs Worksheet

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	• Songs: Adverbs; Adjectives Describe
	• Adverbs
	• Adjectives
	• Revise: Add Details; Use Interesting Words
		• L.2.1e.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified.
		  – Treasure Hunt: Adjectives and Adverbs
		  – Simon Says: Verbs, Adverbs and Adjectives
		  – Adjectives Worksheets
		  – Adverbs Worksheets

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Conventions of Standard English *continued*		
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).	• Revise: Add Details; Use Interesting Words	• L.2.1f.pdf: Produce, expand, and rearrange complete simple and compound sentences. – Change the Sentence Worksheet
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Waterford Reading and Classroom Advantage both provide activities related to conventions of standard English grammar and usage. Please see description in each detailed section below.	
a. Capitalize holidays, product names, and geographic names.	• Song: Capital Letters • Edit Capitals	• L.2.2a.pdf: Capitalize holidays, product names, and geographic names. – Capitalization Worksheet
b. Use commas in greetings and closings of letters.	• Song: Comma, Comma, Comma • Edit Commas	
c. Use an apostrophe to form contractions and frequently occurring possessives.	• Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns	• L.2.2c.pdf: Use an apostrophe to form contractions and frequently occurring possessives. – Contractions Worksheets – Possessive Nouns Worksheets
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	• Spell and Blend • Spelling Instruction • Make and Spell • All-Star Spelling • Readable Word Play • Word Recognition • Editing: Check Spelling; Check Tricky Spellings	• L.2.2d.pdf: Generalize learned spelling patterns when writing words. – 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/

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Conventions of Standard English *continued*		
d. Generalize learned spelling patterns when writing words (e.g., cage ⟶ badge; boy ⟶ boil) *continued*.		• L.2.2d.pdf: Generalize learned spelling patterns when writing words *continued*. – 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
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• Reading Detective: Build Vocabulary	• L.2.2e.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. – Vocabulary Dictionary
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Waterford Reading and Classroom Advantage both provide opportunities to use conventions of standard English grammar and usage for writing, speaking, reading, or listening.	
a. Compare formal and informal uses of English.		• L.2.3a.pdf: Compare formal and informal uses of English. – 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. 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.	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Vocabulary Acquisition and Use *continued*		
a. Use sentence-level context as a clue to the meaning of a word or phrase.	• Song: Look for a Clue • Rusty and Rosy's Clues • Use a Clue • Watch Me Read • Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus	
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).	• Song: Put It at the Front; Key Words • Prefixes	• L.2.4b.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. – Invent a Word: Prefixes and Suffixes – Build a Word: Prefixes and Suffixes – Prefixes Worksheets
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes	• L.2.4c.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. – Comparatives Worksheets – Prefixes Worksheets – Suffixes Worksheets
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	• Song: Compound Words; Key Words • Compound Words	
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Reading Detective: Build Vocabulary	• L.2.4e.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. – Vocabulary Dictionary
5. Demonstrate understanding of word relationships and nuances in word meanings.	Waterford's Early Reading and Classroom Advantage both provide many activities for students to explore word relationships, and meanings. Please see description in each detailed section below.	
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	• Song: Adjectives Describe • Adjectives	• L.2.5a.pdf: Identify real-life connections between words and their use. – Word Card Activity

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Vocabulary Acquisition and Use *continued*		
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	• Song: Synonym Tree • Synonyms	• L.2.5b.pdf: Distinguish shades of meaning among closely related verbs. – Shades of Meaning Charades
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts. • Read Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (Read, Record, Listen) (See lists of titles at end of document.) • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs	

WATERFORD *Books and Related Activities*

READING LEVEL ONE

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

Informational Books
Opposites, Pairs, Watch the Woolly Worm

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

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

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 Piñata 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?