

CURRICULUM *Correlation*

*Waterford
Reading*

100%

*North Dakota
English Language
Arts & Literacy
Content Standards
April 2017*

TABLE OF CONTENTS



OVERVIEW	1
KINDERGARTEN	2
Reading Standards for Literature/Fiction	2
Reading Standards for Informational/Nonfiction Text	4
Reading Standards: Foundational Skills	6
Writing Standards	9
Speaking and Listening Standards	10
Language Standards	12
GRADE 1	14
Reading Standards for Literature/Fiction	14
Reading Standards for Informational/Nonfiction Text	16
Reading Standards: Foundational Skills	18
Writing Standards	20
Speaking and Listening Standards	22
Language Standards	23
GRADE 2	27
Reading Standards for Literature/Fiction	27
Reading Standards for Informational/Nonfiction Text	29
Reading Standards: Foundational Skills	31
Writing Standards	33
Speaking and Listening Standards	35
Language Standards	37
WATERFORD BOOKS AND RELATED ACTIVITIES	42
WATERFORD FAMILY ENGAGEMENT RESOURCES	44

OVERVIEW



This document provides a detailed correlation of WATERFORD READING *to* NORTH DAKOTA ENGLISH LANGUAGE ARTS & LITERACY CONTENT STANDARDS APRIL 2017.

WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for early learners.

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

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



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

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

EVIDENCE-BASED CURRICULUM

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

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

STUDENT-CENTERED LEARNING

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

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

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

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

TEACHER RESOURCES

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

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

CORRELATION DESCRIPTION

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

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

CONTINUAL DEVELOPMENT

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



SUPPORT

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



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
READING STANDARDS FOR LITERATURE/FICTION		
Key Ideas and Details		
RL.1. With prompting and support, ask and answer questions about key/supporting details in a text before, during, and after reading.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five W's • Look at Details • Peek at the Story 	<ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension
RL.2. With prompting and support, retell familiar stories, including key/supporting details.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five W's • Sum Up, Remember Order • Look at Details • Picture Clues • What Comes Next? 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
RL.3. With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> • Describe Characters • Look at Details • Sum Up, Five W's 	<ul style="list-style-type: none"> • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build comprehension
Craft and Structure		
RL.4. Ask and answer questions about words with unknown meanings, in a story or poem.	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	
RL.5. Recognize common types of texts using their unique features throughout the selection (e.g., storybooks, poems, fairy tales, and nursery rhymes).	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> - Lost Socks - Lumpy Mush - Three Little Kittens - The Alligator in the Library - Garden Visitors



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
RL.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> • Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <ul style="list-style-type: none"> - Andy's Adventures - Rex Is In a Fix - Little Monkey
RL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story 	<ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess
<i>Integration of Knowledge and Ideas</i>		
RL.8. (Not applicable to literature)		
RL.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> • Compare Characters 	<ul style="list-style-type: none"> • Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> - My Super Sticky Sandwich and Lumpy Mush - Lost Socks and Play Ball - At Camp and Family Vacation
<i>Range of Reading and Level of Text Complexity</i>		
RL.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Group reading activities.pdf: All activities, provide opportunities for engagement in group reading. <ul style="list-style-type: none"> - Key details - Story retelling - Identify story elements - Types of text - Author and illustrator - Relationship between picture and story - Compare and contrast



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS FOR INFORMATIONAL/NONFICTION TEXT		
Key Ideas and Details		
RI.1. With prompting and support, ask and answer questions about key/supporting details in a text.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five W's • Look at Details 	<ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Seeing Fingers - What Is a Cloud? - Legs
RI.2. With prompting and support, identify the main topic and retell key/supporting details of a text.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five W's • Sum Up, Remember Order • Look at Details • Picture Clues • What Comes Next? 	<ul style="list-style-type: none"> • Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Seeing Fingers - What Is a Cloud? - Legs
RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Compare Characters • Connect to Me 	<ul style="list-style-type: none"> • Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. <ul style="list-style-type: none"> - How to Grow a Garden - Think With Me - Growing Flowers
Craft and Structure		
RI.4. With prompting and support, ask and answer questions about words with unknown meanings in a text.	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. <ul style="list-style-type: none"> • Vocabulary • Picture Clues 	
RI.5. Identify the front cover, back cover, and title page of a book.		<ul style="list-style-type: none"> • Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> - Fawn Eyes - What Is a Cloud? - Legs



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
<p>RI.6. With prompting and support, name or locate the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.</p>	<ul style="list-style-type: none"> • Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> - Fawn Eyes - What Is a Cloud? - A Story In the Snow
<i>Integration of Knowledge and Ideas</i>		
<p>RI.7. With prompting and support, describe the relationship between photographs or illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story 	<ul style="list-style-type: none"> • Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. <ul style="list-style-type: none"> - Opposites - Watch the Woolly Worm - A Story in the Snow
<p>RI.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>		<ul style="list-style-type: none"> • Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden - Think With Me
<p>RI.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).</p>		<ul style="list-style-type: none"> • Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. <ul style="list-style-type: none"> - How to Grow a Garden - Growing Flowers - Think With Me
<p>RI.10. Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Group reading activities.pdf: All of the following activities provide opportunities for engagement in group reading. <ul style="list-style-type: none"> - Key details - Identify main topic - Connection between events - Parts of a book - Identifying the author and illustrator - Relating pictures and text - Supporting ideas with reason - Find the similarity between two texts



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		
<p>RF.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize spoken words are represented in written language by specific sequences of letters. c. Understand words are separated by spaces in print. d. Recognize and name all uppercase and lowercase letters of the alphabet 	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Letters Make Words • Picture Story • Look, Listen, and Match • 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? 	<ul style="list-style-type: none"> • Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality • Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2 • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts • Upper and lower case letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness		
<p>RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.5 (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words.</p>	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words song • Sing a Rhyme Songs/Books (See titles at end of document.) • Syllable • Syllable Safari • Take Away Syllables • Blend Onset/Rime • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Individual Phonemes • Find the Picture • Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? • Stick 'n' Spell • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound 	<ul style="list-style-type: none"> • Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - Down by the Bay - Rhyme Match - Rhyming Bingo - Sound Sense Cards • Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables • Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables • Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition		
<p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.⁶</p> <p>c. Decode and use CVC words.</p> <p>d. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound? • Vowel Songs: Apples and Bananas; Old MacDonald’s Vowel Song • Sound Room; /a/ /e/ /i/ /o/ /u/ • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound 	<ul style="list-style-type: none"> • Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
Fluency		
<p>RF.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade level text with purpose and understanding.</p> <p>b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check.pdf: Read emergent-reader texts with purpose and understanding. <ul style="list-style-type: none"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING STANDARDS		
Text Types and Purposes		
<p>W.1. Write opinion pieces using a combination of drawing and writing.</p> <p>a. Tell a reader the topic or the name of the book they are writing about.</p> <p>b. State an opinion or preference about the topic or book (e.g., My favorite book is...).</p>		<ul style="list-style-type: none"> • Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <ul style="list-style-type: none"> - Write With Me
<p>W.2. Write informative/explanatory texts using a combination of drawing and writing.</p> <p>a. Name what they are writing about.</p> <p>b. Supply some information about the topic.</p>		<ul style="list-style-type: none"> • Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> - Fawn Eyes - A Story in the Snow
<p>W.3. Write narratives using a combination of drawing, and writing.</p> <p>a. Narrate a single event or several loosely linked events.</p> <p>b. Tell about the events in the order in which they occurred.</p> <p>c. Provide a reaction to what happened.</p>		<ul style="list-style-type: none"> • Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush
Production, Distribution, and Range of Writing		
W.4. (Begins in grade 3)		
<p>W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>		<ul style="list-style-type: none"> • Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. <ul style="list-style-type: none"> - Family Vacation Creative Writing
<p>W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers</p>	<p>Waterford Reading provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice, Word Processor activities.</p>	



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge		
<p>W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and record information learned).</p>		<ul style="list-style-type: none"> • Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> - Think and Write Activity - I Go... - At Camp - Together - Opposites
<p>W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Find an Answer • Build Knowledge 	<ul style="list-style-type: none"> • Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites
<p>W.9. (Begins in grade 4)</p>		
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
<p>SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 	<p>Waterford Reading contains many teacher materials that can be used to integrate speaking and listening into classroom activities. These materials include suggestions for conversations that develop collaboration in small or whole groups.</p>	<ul style="list-style-type: none"> • Speaking and Listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening • Conversation building.pdf: Continue a conversation through multiple exchanges.



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration <i>continued</i>		
<p>SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key/supporting details and requesting clarification if something is not understood.</p>		<ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
<p>SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Students continually follow instructions in order to complete activities in Waterford. Each activity has unique interactions, requiring the student to listen carefully and respond promptly. Sometimes, the interactions include reading or speaking aloud. A Repeat button allows students to hear instructions again. If students are inattentive for a minimum of 90 seconds, the screen displays a “Go Get Your Teacher” message to summon an adult to support the student.</p>	
Presentation of Knowledge and Ideas		
<p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>		<ul style="list-style-type: none"> • Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things
<p>SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>		<ul style="list-style-type: none"> • Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> - My Favorite Things
<p>SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>		<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE STANDARDS		
Conventions of Standard English		
<p>L.1. Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ol style="list-style-type: none"> Uppercase and lowercase letters. Use question words (interrogatives). Produce complete sentences in shared language activities. Common and proper noun. Use regular plural nouns orally by adding /s/ or /es/. Use frequently occurring adjectives. Use articles. Use frequently occurring conjunctions (and, or, but). Use prepositions. 	<ul style="list-style-type: none"> Letter Pictures Letter Picture Writing Distinguish Letters Similarities and Differences in Letters Alphabet Review Sum Up, Five Ws Song: What is a Sentence?; Nouns; More Than One; Preposition Ship Sentences Nouns Plural Nouns 	<ul style="list-style-type: none"> Printing upper and lowercase.pdf Print many upper and lowercase letters. <ul style="list-style-type: none"> Capital Letter Formation Lowercase Letter Formation Block Letter Letter Picture Handwriting Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> Making Up Sentences
<p>L.2. Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ol style="list-style-type: none"> Recognize and name end punctuation. Use end punctuation for sentences. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Use conventional spelling for high-frequency and other studied words. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). <p>Display proficiency in:</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<ul style="list-style-type: none"> Song: What is a Sentence? Sentences Power Words Stick 'n' Spell 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? 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> I Like Kites Punctuation Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> I Like Kites Punctuation



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Knowledge of Language		
L.3. (Begins in grade 2)		
Vocabulary Acquisition and Use		
<p>L.4. With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 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. 	<p>Waterford Reading provides many activities related to vocabulary acquisition and use. Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.</p>	<ul style="list-style-type: none"> • Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings • Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <ul style="list-style-type: none"> - Affixes and Inflections
<p>L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 	<p>Waterford Reading provides many activities for students to explore word relationships and meanings. Please see description in each detailed section below.</p> <ul style="list-style-type: none"> • Sort • Make Comparisons • Look at Details • Song: Verbs • Book: Opposites • Verbs • Opposites 	<ul style="list-style-type: none"> • Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Object Sort • Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> - Guess the Opposite • Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). <ul style="list-style-type: none"> - Make Connections • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> - Shades-of-Meaning Charades



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>L.6. Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books <p>(See titles at end of document.)</p>	
GRADE 1		
READING STANDARDS FOR LITERATURE/FICTION		
<i>Key Ideas and Details</i>		
<p>RL.1. Ask and answer questions about key/supporting details in a text before, during, and after reading.</p>	<ul style="list-style-type: none"> • Recall Details • Ask a Question • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
<p>RL.2. Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea. Central Idea = synonymous with main idea.</p>	<ul style="list-style-type: none"> • Recall Details • Sum Up, Remember Order • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
<p>RL.3. Describe characters, settings, and major events in a story, using key/supporting details.</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Sum Up, Remember Order • Traditional Tales <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
<p>RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>		<ul style="list-style-type: none"> • Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling
<p>RL.5. Explain the differences between fiction and nonfiction text using a wide range of text types.</p>	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden
<p>RL.6. Identify who is telling the story at various points in a text.</p>		<ul style="list-style-type: none"> • Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw
<p>RL.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<ul style="list-style-type: none"> • Describe Characters • Recall Details • Sum Up, Remember Order • Traditional Tales (See titles at end of document.) • Peek at the Story 	<ul style="list-style-type: none"> • Describe the story.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> - The Gingerbread Man - The Little Red Hen - The City Mouse and the Country Mouse - The Brothers
Integration of Knowledge and Ideas		
<p>RL.8. (Not applicable to literature)</p>		
<p>RL.9. Compare and contrast the adventures and experiences of characters in stories.</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
RL.10. Read prose and poetry on grade level proficiently and independently. Prose—spoken or written language as in ordinary usage. Distinguished from poetry by its lack of a rhythmic structure.	<ul style="list-style-type: none"> • Build Knowledge • Traditional Tales • Informational Books • Readable Walk-Through/Jump-Through Books • Readable Books (Read or Record) (See titles at end of document.) 	
READING STANDARDS FOR INFORMATIONAL/NONFICTION TEXT		
Key Ideas and Details		
RI.1. Ask and answer questions about key/supporting details in a text.	<ul style="list-style-type: none"> • Recall Details • Ask a Question • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 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
RI.2. Identify the main topic and retell key/supporting details of a text.	<ul style="list-style-type: none"> • Recall Details • Informational Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water Is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to be a Scientist Like Jane Goodall - I Want to be a Scientist Like George Washington Carver - I Want to be a Scientist Like Wilbur and Orville Wright
RI.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Connect to Me • Compare Characters • Build Knowledge • Recall Details • Sum Up, Remember Order • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> - Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
RI.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Waterford Reading provides many activities related to vocabulary acquisition and use. All Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	<ul style="list-style-type: none"> Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> Animal Bodies Star Pictures
RI.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		<ul style="list-style-type: none"> Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> How to Grow a Garden
RI.6. Distinguish between information provided by photographs or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> Star Pictures
Integration of Knowledge and Ideas		
RI.7. Use the photographs or illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Finding key information.pdf: Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> Star Pictures
RI.8. Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> How to Grow a Garden
RI.9. Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> The City Mouse and the Country Mouse



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas <i>continued</i>		
RI.10. Proficiently read informational texts on grade level.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Informational reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1. <ul style="list-style-type: none"> Water Is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like Jane Goodall I Want to Be a Scientist Like George Washington Carver I Want to Be a Scientist Like Wilbur and Orville Wright
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		
RF.1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	<ul style="list-style-type: none"> Song: What Is a sentence?; Capital Letters Sentences Sentence Marks Edit Capitals 	<ul style="list-style-type: none"> Sentence features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> Sentence Strips Language Concepts Worksheets
Phonological Awareness		
RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words, by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	<ul style="list-style-type: none"> Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald’s Vowel Song; Apples and Bananas; Eensy, Weensy Mouse; 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 Initial Sound Right Initial Sound 	<ul style="list-style-type: none"> Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> Phonics and Word Recognition Long and Short Vowel Cards Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> Blending: Onset-Rime Phoneme Blending Sound Sense Bingo Cards



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness <i>continued</i>		
<p>RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>continued</i>.</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words, by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> • Final Sound • Right Final Sound • Letter Sound • Say and Trace • Sound Room • Where Is the Sound? • Phoneme Segmentation 	<ul style="list-style-type: none"> • Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting: First Phoneme - Segmenting: Last Phoneme - Phoneme Categorization - Sound Sense Playing Cards • Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> - Counting Individual Phonemes - Phoneme Segmentation - Sound Sense Playing Cards
Phonics and Word Recognition		
<p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Demonstrate use of beginning and ending blends</p> <p>d. Know final -e and common vowel team conventions for representing long vowel sounds.⁷</p> <p>e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>f. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>g. Read words with inflectional endings.</p> <p>h. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • Songs: C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip, Chop; Where is a Whale? • Word Mastery • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace • Key Word Match • Word Construction • Word Pattern • Mystery Words • The Three Sounds of -ED • Suffixes • Comparatives • Power Words • Spelling Scramble 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun! • Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Pattern Word Building - Word Study Introduction - Spelling • Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> - Pattern Word Building: Double the Letter - Language Concept Practice Pages: Plural Nouns



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency		
<p>RF.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade level text with purpose and understanding. b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • Reading Tutorial • Readable-Read/Record (See titles at end of document.) • Expression Instruction • Fluency Speed • Song: Look for a Clue • Rusty and Rosy’s Clues • Mystery Words • Use a Clue • Watch Me Read 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Level Two Books Chart • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets • Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Use-a-clue
WRITING STANDARDS		
Text Types and Purposes		
<p>W.1. Write opinion pieces.</p> <ul style="list-style-type: none"> a. Introduce the topic or name the book they are writing about. b. State an opinion. c. Supply a reason for the opinion. d. Provide some sense of closure. 		<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities
<p>W.2. Write informative/explanatory texts.</p> <ul style="list-style-type: none"> a. Name a topic. b. Supply some facts about the topic. c. Provide some sense of closure. 		<ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> - Topical Writing Activities
<p>W.3. Write narratives.</p> <ul style="list-style-type: none"> a. Recount two or more appropriately sequenced events. b. Include some details regarding what happened. c. Use transitional words to signal event order. d. Provide some sense of closure. 		<ul style="list-style-type: none"> • Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> - Narrative Writing Activities



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production, Distribution, and Range of Writing		
W.4. (Begins in grade 3)		
W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		<ul style="list-style-type: none"> • Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	Waterford Early Learning includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice, Word Processor activities.	
Research to Build and Present Knowledge		
W.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		<ul style="list-style-type: none"> • Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
W.9. (Begins in grade 4)		



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
<p>SL.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 	<p>Waterford Reading contains many teacher materials that can be used to integrate speaking and listening into classroom activities. These materials include suggestions for conversations that develop collaboration in small or whole groups.</p> <ul style="list-style-type: none"> • Ask a Question • Recall Details 	<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity • Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> - Discussion Rules Activity • Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
<p>SL.2. Ask and answer questions about key/ supporting details in a text read aloud or information presented orally or through other media and requesting clarification if something is not understood.</p>	<ul style="list-style-type: none"> • Ask a Question • Recall Details 	<ul style="list-style-type: none"> • Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
<p>SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>		<ul style="list-style-type: none"> • Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> - Ask and Answer Activity



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas		
SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		<ul style="list-style-type: none"> Use relevant details to express ideas and feelings.pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> Ask and Answer Activity
SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> Writing and Pictures Activity
SL.6. Speak in complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> Song: What Is a sentence?; Capital Letters Sentences 	<ul style="list-style-type: none"> Sentence production.pdf: All activities in Speaking and Listening provide opportunities to practice producing complete sentences. <ul style="list-style-type: none"> Class discussion Conversation building Ask questions Key details Gathering additional information through questions Use relevant details to express ideas and feelings Expressing ideas through pictures
LANGUAGE STANDARDS		
Conventions of Standard English		
L.1. Within the context of authentic English writing and speaking... Introduce: <ol style="list-style-type: none"> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Correctly use common homophones (e.g., to, too, two; there, their). Ensure subject verb-agreement. Produce compound sentences. Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement). 	<ul style="list-style-type: none"> Songs: What Is a sentence?; Preposition Ship; Adjectives Describe; It Happened Yesterday; Verbs; Pronouns; More Than One; Apostrophe Pig; Nouns Nouns Sentences Possessive Nouns Plural Nouns Verbs Pronouns Past Tense Verbs Adjectives Sentence Marks 	<ul style="list-style-type: none"> Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Types of Sentences Skill Builder Song Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> Skill Builder Song: "Nouns" Nouns



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
<p>L.1. Within the context of authentic English writing and speaking <i>continued</i> ...</p> <p>Introduce:</p> <ul style="list-style-type: none"> f. Form and use regular and irregular plural nouns. g. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk). h. Use personal, possessive, and indefinite pronouns. i. Use adjectives depending on what is to be modified. j. Use demonstratives (that, those, these, this). <p>Practice:</p> <ul style="list-style-type: none"> k. Use question words (interrogatives). l. Produce complete sentences in shared language activities. m. Common and proper nouns. n. Use regular plural nouns orally by adding /s/ or /es/. o. Use frequently occurring adjectives. p. Use articles. <p>Display proficiency in:</p> <ul style="list-style-type: none"> q. Uppercase and lowercase letters. r. Use frequently occurring conjunctions (and, or, but). s. Use prepositions. 		<ul style="list-style-type: none"> • Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns - Verbs and Nouns - Verb Endings • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns • Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs • Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Adjectives • Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> - Conjunctions • Determiners.pdf: Use determiners. <ul style="list-style-type: none"> - Determiners • Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> - Preposition



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
<p>L.2. Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use commas in dates and to separate single words in a series. c. Capitalize holidays, product names, and geographic names. d. Use commas in greetings and closings of letters. e. Use an apostrophe to form contractions and frequently occurring possessives. f. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). g. Capitalize important words in titles. h. Form and use possessives. i. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). j. Use punctuation to separate items in a series. <p>Practice:</p> <ul style="list-style-type: none"> k. Use end punctuation for sentences. l. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. m. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. n. Use conventional spelling for high-frequency and other studied words. o. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) <p>Display proficiency in:</p> <ul style="list-style-type: none"> p. Recognize and name end punctuation. 	<ul style="list-style-type: none"> • Songs: Capital Letters; Proper Nouns; What is a Sentence?; Sentence Marks; Comma, Comma, Comma; Apostrophe Pig; Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Edit Capitals • Sentence Marks • Edit End Punctuation • Edit Commas • Word Pattern Spelling • Spelling Scramble • Letter Sound • Sound Room • Name That Letter Sound • Word Construction • Word Pattern • Word Blending • Word Mastery Games • Mystery Words 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> - Capitalization • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas • Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> - Affixes and Inflections



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Knowledge of Language		
L.3. (Begins in grade 2)		
Vocabulary Acquisition and Use		
<p>L.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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looked, looking).</p>	<p>Waterford Reading provides many activities related to vocabulary acquisition and use. All Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.</p> <ul style="list-style-type: none"> • Songs: Look for a Clue; More Than One; double the Fun; Put it at the Front; Put it at the End; Tricky Y to I • Use a Clue • Rusty and Rosy’s Clues • Readable Walk-Through (See titles at end of document.) • Double the Fun • Prefixes • Suffixes • Change Y to I 	<ul style="list-style-type: none"> • Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play with Me? • Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> - Affixes and Inflections • Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms. <ul style="list-style-type: none"> - Affixes and Inflections
<p>L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>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).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>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.</p>	<p>Waterford Reading provides many activities for students to explore figurative language, word relationships, and meanings.</p> <ul style="list-style-type: none"> • Book: The Birds, the Beast, and the Bat • Connect to Me • Readable Jump-Through (See titles at end of document.) 	<ul style="list-style-type: none"> • Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Sorting Objects • Defining words.pdf: Define words by category and by one or more key attributes. <ul style="list-style-type: none"> - Sorting Objects • Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> - Making Connections • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> - Shades of Meaning: Verbs and Adjectives



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>L.6. Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Readable Jump-Through • Readable Books • Informational Books • Traditional Tales <p>(See titles at end of document.)</p>	
GRADE 2		
READING STANDARDS FOR LITERATURE/FICTION		
<i>Key Ideas and Details</i>		
<p>RL.1. Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key/supporting details in a text before, during, and after reading.</p>	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five W's • Sum Up, Remember Order • Compare Characters • Map the Story 	<ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 52 Online books to practice strategies for understanding.
<p>RL.2. Recount stories from a variety of genres and diverse cultures, and determine their central message, lesson, or moral. Central message = can be theme, a moral, or a specific kind of lesson to be learned.</p>	<ul style="list-style-type: none"> • Read Along Books • Fluency, Comprehension, and Speed Books • Informational Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
<p>RL.3. Describe settings and how characters in a story, respond to major events and challenges.</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Map the Story • Sum Up, Remember Order • Sum Up, Five Ws 	<ul style="list-style-type: none"> • How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> - What if You Were an Octopus? - Why Wind and Water Fight



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
RL.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		<ul style="list-style-type: none"> • Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin' to the Music Time - Winter Snoozers
RL.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> • Song: Reading Detective • Sum Up, Remember Order • Map the Story 	
RL.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> • Compare Characters • Expression: Quotations 	<ul style="list-style-type: none"> • Point of view.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <ul style="list-style-type: none"> - Story Structure Activity
RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> • Compare Characters • Map the Story • Sum Up, Remember Order • Peek at the Story • Check My Guess 	<ul style="list-style-type: none"> • Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 27 Online books to demonstrate understanding characters, setting, and plot.
Integration of Knowledge and Ideas		
RL.8. (Not applicable to literature)		
RL.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		<ul style="list-style-type: none"> • Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. <ul style="list-style-type: none"> - Story Variations Activity



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
RL.10. By the end of the year, read and comprehend literature, including stories and poetry, on grade level proficiently and independently.	<ul style="list-style-type: none"> • Song: Reading Detective • Read Along Books (See titles at end of document.) • Map the Story • Peek at the Story • Check My Guess • Fluency Comprehension 	
READING STANDARDS FOR INFORMATIONAL/NONFICTION TEXT		
Key Ideas and Details		
RI.1. Ask and answer who, what, where, when, why, and how to demonstrate understanding of key/supporting details in a text.	<ul style="list-style-type: none"> • Compare Characters • Map the Story • Sum Up, Remember Order • Peek at the Story • Check My Guess 	<ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes
RI.2. Identify the main topic of a multi-paragraph text and retell key/supporting details that support the main topic.		<ul style="list-style-type: none"> • Identify the main topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee’s Secret - Reaching Above
RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> • 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; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace • Build Knowledge 	<ul style="list-style-type: none"> • Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaur



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
RI.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Waterford Reading provides many activities related to vocabulary acquisition and use. Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. <ul style="list-style-type: none"> • Vocabulary Word Tutorial • Build Vocabulary 	<ul style="list-style-type: none"> • Find the meaning of a word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes
RI.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to efficiently locate key facts or information in a text.		<ul style="list-style-type: none"> • Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> - How to Grow a Garden
RI.6. Identify the main purpose of a text, including the author’s point of view, explanation, or description.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee’s Secret - Reaching Above
Integration of Knowledge and Ideas		
RI.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water 	<ul style="list-style-type: none"> • Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden
RI.8. Describe how reasons support specific points the author makes in a text.		<ul style="list-style-type: none"> • Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> - How to Grow a Garden
RI.9. Compare and contrast the most important points presented by two texts on the same topic.		<ul style="list-style-type: none"> • Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic. <ul style="list-style-type: none"> - Venn Diagram Activity: Penguins and Falcons



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas		
<p>RI.10. Proficiently read and comprehend informational texts, including history/social studies, science, and technical texts on grade level.</p>	<ul style="list-style-type: none"> • Informational Books (See 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; I Want to Be a Mathematician Like Archimedes; I Want to Be a Mathematician Like Ada Byron Lovelace 	
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		
<p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Put it at the Front; Put it at the End; Let's Compare; Tricky Y t l; Double the Fun • 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 • Prefixes • Suffixes • Comparatives • Change Y to I • Power Words 	<ul style="list-style-type: none"> • Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> - Lesson 1: /ā/; Lesson 2: /ō/; Lesson 3: /ī/; Lesson 3: /ū/ - Readable Check Sheets • Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lesson 1: /ē/, /ā/; Lesson 2: /ar/; Lesson 3: /oo/ as in book; Lesson 4: /oo/ as in zoo; Lesson 5: /ō/; Lesson 6: /ow/; Lesson 7: /ow/; Lesson 8: /oi/; Lesson 9: /aw/; Lesson 10: /ō/; Lesson 11: /er/; Lesson 12: /or/; Lesson 13: /ng/; Lesson 14: /ī/; Lesson 15: /ī/; Lesson 16: /ō/; Lesson 17: /oo/ letter team -ew as in new and few; Lesson 18: /oo/ letter team -ue as in blue; Lesson 19: /e/; Lesson 20: Homophones - Readable Check Sheets • Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> - Fluency Check Sheets



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition <i>continued</i>		
<p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words <i>continued</i>.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 		<ul style="list-style-type: none"> • Prefix and suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb Worksheets - Prefixes Worksheets - Suffixes Worksheets • Inconsistent words.pdf: Identify words with inconsistent but common spelling-sound correspondences. <ul style="list-style-type: none"> - Spelling and Sounds Activity • Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /ī/; Lesson 2: /ō/; Lesson 3: /f/; Lesson 4: Irregular Plurals
Fluency		
<p>RF.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade level text with purpose and understanding.</p> <ul style="list-style-type: none"> a. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (Record, Read, Listen) (See titles at end of document.) • Mystery Words 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 30 Online books to practice reading with purpose and understanding • Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets • Using the root word to determine meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Fluency Check Sheets



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING STANDARDS		
Text Types and Purposes		
<p>W.1. Write opinion pieces.</p> <p>a. Introduce the topic or book they are writing about.</p> <p>b. State an opinion.</p> <p>c. Supply reasons that support the opinion.</p> <p>d. Use linking words (e.g., because, and, also) to connect opinion and reasons.</p> <p>e. Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers
<p>W.2. Write informative/explanatory texts.</p> <p>a. Introduce a topic.</p> <p>b. Use facts and definitions to develop points.</p> <p>c. Use transitional words when appropriate.</p> <p>d. Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree
<p>W.3. Write narratives.</p> <p>a. Recount a well-elaborated event or short sequence of events.</p> <p>b. Include details to describe actions, thoughts, and feelings.</p> <p>c. Use transitional words to signal event order.</p> <p>d. Provide a sense of closure.</p>	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production, Distribution, and Range of Writing		
W.4. (Begins in grade 3)		
W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • 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 	
W.6. Use a variety of digital tools to produce and publish writing, including collaboration with peers.	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor 	
Research to Build and Present Knowledge		
W.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		<ul style="list-style-type: none"> • Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree
W.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Step Into the Story 	<ul style="list-style-type: none"> • Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret
W.9. (Begins in grade 4)		



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
<p>SL.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Waterford Reading contains many teacher materials that can be used to integrate speaking and listening into classroom activities. These materials include suggestions for conversations that develop collaboration in small or whole groups.</p>	<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity • Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> - Ball Toss Activity • Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> - Ball Toss Activity
<p>SL.2. Recount or describe the main idea and key/ supporting details from a text read aloud or information presented orally or through media.</p>	<ul style="list-style-type: none"> • Read Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (Read, Record, Listen) (See titles at end of document.) 	<ul style="list-style-type: none"> • Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - 45 Online books for listening for key ideas and details
<p>SL.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>		<ul style="list-style-type: none"> • Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> - Ball Toss Activity



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas		
<p>SL.4. Tell a story or recount an experience with appropriate facts and relevance, descriptive details, speaking audibly in coherent sentences.</p>		<ul style="list-style-type: none"> • Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> - Tell a Story Activity
<p>SL.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>		<ul style="list-style-type: none"> • Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Visual Aids and Recording Activity
<p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>		<ul style="list-style-type: none"> • Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences. <ul style="list-style-type: none"> - Class discussion - Conversation building - Ask questions - Key details - Gathering additional information through questions - Story telling - Creating stories



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE STANDARDS		
Conventions of Standard English		
<p>L.1. Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. b. Use collective nouns. c. Use abstract nouns (e.g., childhood). d. Use possessive nouns. e. Form and use the past tense of frequently occurring irregular verbs. f. Use verbs to convey a sense of past, present, and future. g. Form and use regular and irregular verbs. h. Use reflexive pronouns (e.g., myself, ourselves). i. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified. j. Use adverbs depending on what is to be modified. k. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified. l. Use coordinating and subordinating conjunctions. m. Use and explain interjections. <p>Practice:</p> <ul style="list-style-type: none"> n. Correctly use common homophones (e.g., to, too, two; there, their). o. Ensure subject verb-agreement. p. Produce compound sentences. q. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement). r. Form and use regular and irregular plural nouns. s. Use demonstratives (that, those, these, this). 	<ul style="list-style-type: none"> • Songs: Irregular Verbs; Strange Spelling; Pronouns; Adverbs; Adjectives Describe; Apostrophe Pig; Homophone Monkey; Let's Compare • Irregular Plurals • Irregular Verbs • Possessive Nouns • Adjectives • Adverbs • Revise: Add Details; Use Interesting Words; Start Sentences Differently • Edit Capitals 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence Worksheet • Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose are Not Meese - Plural Nouns • Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> - Reflexive Pronouns Worksheet • Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> - Writing About the Past Activity - Irregular Verbs Worksheet



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
<p>Demonstrate proficiency in <i>continued</i>:</p> <ul style="list-style-type: none"> t. Use question words (interrogatives). u. Produce complete sentences in shared language activities. v. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. w. Common and proper nouns. x. Use regular plural nouns orally by adding /s/ or /es/. y. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk). z. Use personal, possessive, and indefinite pronouns. aa. Use frequently occurring adjectives. bb. Use articles. cc. Use adjectives depending on what is to be modified. 		<ul style="list-style-type: none"> • Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives Worksheets - Adverbs Worksheets
<p>L.2. Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a. Use commas in addresses. b. Use commas and quotation marks in dialogue. c. Use commas and quotation marks to mark direct speech and quotations from a text. d. Use a comma before a coordinating conjunction in a compound sentence. e. Use a comma to separate an introductory element from the rest of a sentence. f. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?) g. Use underlining, quotation marks, or italics to indicate titles of works. 	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma (In a Series) (In a Letter); Contraction Action; Apostrophe Pig; Capital Letters; Put it at the Front; Put it at the End; Strange Spelling • Book: Today I Write a Letter • Edit Commas • Edit Punctuation • Edit Capitals • Edit End Punctuation • Word Work • Power Words • Make and Spell • All-Star Spelling • Spelling Exploration 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization Worksheet • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Contractions Worksheets - Possessive Nouns Worksheets • Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes Worksheets



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
<p>L.2. Within the context of authentic English writing and speaking <i>continued</i>...</p> <p>Practice:</p> <ul style="list-style-type: none"> h. Use commas in greetings and closings of letters. i. Use an apostrophe to form contractions and frequently occurring possessives. j. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). k. Form and use possessives. l. Use conventional spelling for high-frequency and other studied words. m. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). n. Use punctuation to separate items in a series. o. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) <p>Display proficiency in:</p> <ul style="list-style-type: none"> p. Capitalize dates and names of people. q. Use end punctuation for sentences. r. Use commas in dates and to separate single words in a series. s. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. t. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. u. Capitalize holidays, product names, and geographic names. v. Capitalize important words in titles. 		<ul style="list-style-type: none"> • Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives Worksheets - Prefixes Worksheets - Suffixes Worksheets



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Knowledge of Language		
<p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English (e.g., texting vs. presentation vs. conversation style).</p>		<ul style="list-style-type: none"> • Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> - Tell a Story Activity
Vocabulary Acquisition and Use		
<p>L.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> • Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus • Songs: Put it at the Front; Put it at the End; Let's Compare; Key Words; Compound Words; Reading Detective (Build Vocabulary) • Prefixes • Suffixes • Comparatives • Compound Words 	<ul style="list-style-type: none"> • Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes Worksheets • Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives Worksheets - Prefixes Worksheets - Suffixes Worksheets • Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary
<p>L.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Synonym Tree • Adjectives 	<ul style="list-style-type: none"> • Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> - Word Card Activity • Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> - Shades of Meaning Charades



NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>L.6. Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Read Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (Read, Record, Listen) (See titles at end of document.) • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs 	



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

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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

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



ALBUMS

Beginning Math Songs: Volume 1

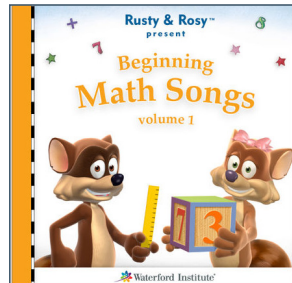
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

Nursery Songs and Rhymes

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

Beginning Reading Songs

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



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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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

MY BACKPACK APP

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

