

CURRICULUM *Correlation*

*Waterford
Reading &
Classroom
Advantage*

99.5%

*Oklahoma
Academic
Standards:
English
Language Arts*

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OVERVIEW



This document provides a detailed correlation of WATERFORD READING AND CLASSROOM ADVANTAGE *and* OKLAHOMA ACADEMIC STANDARDS: ENGLISH LANGUAGE ARTS.

WATERFORD CURRICULUM DETAILS

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

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

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

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



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

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

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

EVIDENCE-BASED CURRICULUM

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

STUDENT-CENTERED LEARNING

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

Placement Assessment: K-2 students begin their experience with a Placement Tool. Based on rigorous research, the Placement Tool evaluates a student's abilities and determines an appropriate starting point.

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

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

COLLABORATIVE LEARNING

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

CORRELATION DESCRIPTION

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

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

CONTINUAL DEVELOPMENT

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



SUPPORT

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



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
KINDERGARTEN		
STANDARD 1: SPEAKING AND LISTENING: STUDENTS WILL SPEAK AND LISTEN EFFECTIVELY IN A VARIETY OF SITUATIONS INCLUDING, BUT NOT LIMITED TO, RESPONSES TO READING AND WRITING.		
Reading: Students will develop and apply effective communication skills through speaking and active listening.		
K.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.		<ul style="list-style-type: none"> • SL.K.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
K.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.	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.	
K.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	Waterford Reading and Classroom Advantage contain many teacher materials that can be used to integrate speaking and listening into classroom activities.	
K.1.R.4 Students will follow one and two step directions.	As Waterford Early Learning routines are taught, modeled, and practiced, children learn to follow two-and three-step directions. Children continually follow instructions in order to complete activities in Waterford. Each activity has unique interactions, requiring the child to listen carefully and respond promptly.	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p>Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>		
<p>K.1.W.1 Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p>		<ul style="list-style-type: none"> • SL.K.4pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things • SL.K.6pdf: Speak audibly and express thoughts, feelings, and ideas clearly.
<p>K.1.W.2 Students will work respectfully with others with guidance and support.</p>	<p>Waterford Reading and Classroom Advantage contain many teacher materials that can be used to integrate speaking and listening into classroom activities.</p>	
<p>STANDARD 2: READING FOUNDATIONS: STUDENTS WILL DEVELOP FOUNDATIONAL SKILLS FOR FUTURE READING SUCCESS BY WORKING WITH SOUNDS, LETTERS, AND TEXT.</p>		
<p>Phonological Awareness: Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.</p>		
<p>K.2.PA.1 Students will distinguish spoken words in a sentence.</p>	<ul style="list-style-type: none"> • Look, Listen, and Match 	
<p>K.2.PA.2 Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.</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.) 	<ul style="list-style-type: none"> • RF.K.2a.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - Down by the Bay - Rhyme Match - Rhyming Bingo - Sound Sense Cards
<p>K.2.PA.3 Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration; "the puppy pounces").</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	
<p>K.2. PA.4 Students will recognize the short or long vowel sound in one syllable words.</p>	<ul style="list-style-type: none"> • Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song; • Sound Room; /a/ /e/ /i/ /o/ /u/ 	<ul style="list-style-type: none"> • RF.K.3b.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonological Awareness: Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text <i>continued</i> .		
K.2.PA.5 Students will count, pronounce, blend, segment, and delete syllables in spoken words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • RF.K.2b.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
K.2.PA.6 Students will blend and segment onset and rime in one syllable spoken words (e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at).	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Individual Phonemes • Find the Picture 	<ul style="list-style-type: none"> • RF.K.2c.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
K.2.PA.7 Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f//a//s//t/= fast)	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Individual Phonemes • Find the Picture 	
K.2.PA.8 Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., “fast” = /f/ /a/ /s/ /t/).	<ul style="list-style-type: none"> • Phoneme Segmentation 	<ul style="list-style-type: none"> • RF.K.2b.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
K.2.PA.9 Students will add, delete, and substitute phonemes in one syllable spoken words (e.g., “add /c/ to the beginning of “at” to say “cat”; “remove the /p/ from “pin” to say “in”; “change the “d” in “dog” to /f/ /r/ to say “frog”).	<ul style="list-style-type: none"> • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound 	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>		
<p>K.2.PC.1 Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.</p>	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Distinguish Letters • Similarities and Differences in Letters • What’s Your Name? • Alphabet Review 	<ul style="list-style-type: none"> • L.K.1a.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter Worksheet - Letter Picture Handwriting Worksheets (Aa-Zz)
<p>K.2.PC.2 Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.</p>	<ul style="list-style-type: none"> • Letters Make Words • Picture Story • Look, Listen, and Match 	<ul style="list-style-type: none"> • RF.K.1b.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2
<p>K.2.PC.3 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</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"> • RI.K.6pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<p>K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces.</p>	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Picture Story • Look, Listen, and Match 	
<p>K.2.PC.5 Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p>	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. The following lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • RF.K.1a.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories <i>continued</i>.</p>		
<p>K.2.PC.6 Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p>	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • L.K.2a.pdf: Capitalize the first word in a sentence and the pronoun I. • L .K.2b.pdf Recognize and name end punctuation. <ul style="list-style-type: none"> - I Like Kites Punctuation Worksheet
<p>Phonics and Word Study: Students will decode and read words in context and isolation by applying phonics and word analysis skills.</p>		
<p>K.2.PWS.1 Students will name all uppercase and lowercase letters.</p>	<ul style="list-style-type: none"> • 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"> • RF.K.1d.pdf: Recognize and name all upper- and lowercase letters of the alphabet. Writing Practice (Aa-Zz)
<p>K.2.PWS.2 Students will sequence the letters of the alphabet.</p>	<ul style="list-style-type: none"> • ABC Songs 	
<p>K.2.PWS.3 Students will produce the primary or most common sound for each consonant, short and long vowel sounds (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).</p>	<ul style="list-style-type: none"> • Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song; • Sound Room; /a/ /e/ /i/ /o/ /u/ • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound? 	<ul style="list-style-type: none"> • RF.K.3b.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonics and Word Study: Students will decode and read words in context and isolation by applying phonics and word analysis skills <i>continued</i>.		
K.2.PWS.4 Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words (e.g., VC words = at, in, up; CVC words = pat, hen, lot).	<ul style="list-style-type: none"> • Blending • Blend Every Sound • Blending Riddles • Blending Dragon • Blend Individual Phonemes • Find the Picture 	
Fluency: Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.		
K.2.F.1 Students will read first and last name in print.	<ul style="list-style-type: none"> • What's Your Name? 	
K.2.F.2 Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).	<ul style="list-style-type: none"> • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words 	
STANDARD 2: READING AND WRITING PROCESS: STUDENTS WILL USE A VARIETY OF RECURSIVE READING AND WRITING PROCESSES.		
Reading: Students will read and comprehend increasingly complex literary and informational texts.		
K.2.R.1 Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea .	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • 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"> • RL.K.2pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Reading: Students will read and comprehend increasingly complex literary and informational texts <i>continued</i>.		
K.2.R.2 Students will discriminate between fiction and nonfiction/ informational text with guidance and support.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Real and Make-believe 	
K.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? • First, Next, and Last 	
Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.		
K.2.W.1 Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.		<ul style="list-style-type: none"> • W.K.1.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e .g ., My favorite book is . . .). - Write With Me
K.2.W.2 Students will begin to develop first drafts by sequencing the action or details of stories/texts.	<ul style="list-style-type: none"> • First, Next, and Last • What Comes Next? • Sum Up, Remember Order 	
K.2.W.3 Students will begin to edit first drafts using appropriate spacing between letters and words.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	
STANDARD 3: CRITICAL READING AND WRITING: STUDENTS WILL APPLY CRITICAL THINKING SKILLS TO READING AND WRITING.		
Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.		
K.3.R.1 Students will name the author and illustrator, and explain the roles of each in a particular 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"> • RL.K.6pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. - Andy's Adventures - Rex Is In a Fix - Little Monkey



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p>Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives <i>continued</i>.</p>		
<p>K.3.R.2 Students will describe characters and setting in a story with guidance and support.</p>	<ul style="list-style-type: none"> Describe Characters Look At Details Sum Up, Five W's 	<ul style="list-style-type: none"> RL.K.3pdf: 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
<p>K.3.R.3 Students will tell what is happening in a picture or illustration.</p>	<ul style="list-style-type: none"> Picture Clues Picture Story Peek at the Story Words Tell About the Pictures 	<ul style="list-style-type: none"> RL.K.7pdf: 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
<p>K.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.</p>	<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"> RL.K.1pdf: 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
<p>Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>		
<p>K.3.W Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.</p>		<ul style="list-style-type: none"> W.K.2.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> Fawn Eyes A Story in the Snow
<p>STANDARD 4: VOCABULARY: STUDENTS WILL EXPAND THEIR WORKING VOCABULARIES TO EFFECTIVELY COMMUNICATE AND UNDERSTAND TEXTS.</p>		
<p>Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>		
<p>K.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p>	<p>Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. Waterford 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>	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion <i>continued</i>.		
K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Picture Clues 	
K.4.R.3 Students will name and sort pictures of objects into categories based on common attributes with guidance and support.	<ul style="list-style-type: none"> • Sort • Make Comparisons • Look At Details 	
Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.		
K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.	<ul style="list-style-type: none"> • Song: What is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • L.K.1f.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences
K.4.W.2 Students will select appropriate language according to purpose with guidance and support.	<ul style="list-style-type: none"> • Vocabulary 	
STANDARD 5: LANGUAGE: STUDENTS WILL APPLY KNOWLEDGE OF GRAMMAR AND RHETORICAL STYLE TO READING AND WRITING.		
Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.		
K.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.	Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage. <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Picture Clues 	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts <i>continued</i>.		
K.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns) with guidance and support.	<ul style="list-style-type: none"> • Song: Nouns • Nouns 	
K.5.R.3 Students will recognize words as actions (i.e., verbs) with guidance and support.	<ul style="list-style-type: none"> • Song: Verbs • Verbs 	
K.5.R.4 Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.	<ul style="list-style-type: none"> • Sort • Make Comparisons • Look At Details • First, Next, and Last • Over, Under, and Through • Top, Beside, and Bottom • What Comes Next? • Sum Up, Remember Order 	
Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.		
K.5.W.1 Students will capitalize, with guidance and support: <ul style="list-style-type: none"> • their first name • the pronoun “I.” 	<ul style="list-style-type: none"> • Songs: Capital Letters • What’s Your Name? • Power Word ‘I’ 	<ul style="list-style-type: none"> • L.K.2a.pdf: Capitalize the first word in a sentence and the pronoun I. - I Like Kites Punctuation Worksheet
K.5.W.2 Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.	<ul style="list-style-type: none"> • Songs: What is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • L.K.2a.pdf: Capitalize the first word in a sentence and the pronoun I. • L .K.2b.pdf Recognize and name end punctuation. - I Like Kites Punctuation Worksheet
STANDARD 6: RESEARCH: STUDENTS WILL ENGAGE IN INQUIRY TO ACQUIRE, REFINE, AND SHARE KNOWLEDGE.		
Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.		
K.6.R.1 Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	<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.)	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge <i>continued</i>.		
K.6.R.2 Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.	<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.) 	
Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.		
K.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.	<ul style="list-style-type: none"> • Science Investigation 	
K.6.W.2 Students will find information from provided sources during group research with guidance and support.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • W.K.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go . . . - Together - Opposites
STANDARD 7: MULTIMODAL LITERACIES: STUDENTS WILL ACQUIRE, REFINE, AND SHARE KNOWLEDGE THROUGH A VARIETY OF WRITTEN, ORAL, VISUAL, DIGITAL, NON-VERBAL, AND INTERACTIVE TEXTS.		
Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.		
K.7.R.1 Students will recognize formats of print and digital text with guidance and support.	<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.) 	
K.7.R.2 Students will explore how ideas and topics are depicted in a variety of media and formats.	<ul style="list-style-type: none"> • Each Sing A Rhyme Song/Book presents the idea or topic in a variety of formats, with activities such as Vocabulary, Picture Story, Book, and Song. 	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Writing: Students will create multimodal texts to communicate knowledge and develop arguments.		
K.7.W.1 Students will use appropriate technology to communicate with others with guidance and support.	Waterford’s Classroom Advantage provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice activities.	
K.7.W.2 Students will use appropriate props, images, or illustrations to support verbal communication.		<ul style="list-style-type: none"> • SL.K.5pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> - My Favorite Things
STANDARD 8: INDEPENDENT READING AND WRITING: STUDENTS WILL READ AND WRITE FOR A VARIETY OF PURPOSES INCLUDING, BUT NOT LIMITED TO, ACADEMIC AND PERSONAL, FOR EXTENDED PERIODS OF TIME.		
Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.		
K.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	Waterford software activities provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently and requires them to turn pages allowing them to practice and enjoy appropriate reading behaviors.	
Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.		
K.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.		<ul style="list-style-type: none"> • W.K.1.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e .g ., My favorite book is . . .). <ul style="list-style-type: none"> - Write With Me



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
GRADE 1		
STANDARD 1: SPEAKING AND LISTENING: STUDENTS WILL SPEAK AND LISTEN EFFECTIVELY IN A VARIETY OF SITUATIONS INCLUDING, BUT NOT LIMITED TO, RESPONSES TO READING AND WRITING.		
Reading: Students will develop and apply effective communication skills through speaking and active listening.		
1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.		<ul style="list-style-type: none"> • SL.1.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity
1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.	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.	
1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.	Waterford Reading and Classroom Advantage contain many teacher materials that can be used to integrate speaking and listening into classroom activities.	
1.1.R.4 Students will restate and follow simple two-step directions	As Waterford Early Learning routines are taught, modeled, and practiced, children learn to follow two-and three-step directions. Children continually follow instructions in order to complete activities in Waterford. Each activity has unique interactions, requiring the child to listen carefully and respond promptly.	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.		
1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.		<ul style="list-style-type: none"> • SL.1.4.pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> - Ask and Answer Activity
1.1.W.2 Students will work respectfully in groups.	Waterford Reading and Classroom Advantage contain many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> • SL.1.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity
STANDARD 2: READING FOUNDATIONS: STUDENTS WILL DEVELOP FOUNDATIONAL SKILLS FOR FUTURE READING SUCCESS BY WORKING WITH SOUNDS, LETTERS, AND TEXT.		
Phonological Awareness		
1.2.PA.1 Students will blend and segment onset and rime in spoken words (e.g., /ch/ + /at/= chat).	<ul style="list-style-type: none"> • Song: Consonants Together • Blend Individual Phonemes • Blend Onset/Rime • Blending • Blend Every Sound • Blending Dragon • Blending Riddles • Word Blending • Find the Picture • Stick 'n' Spell • Spell and Blend 	<ul style="list-style-type: none"> • RF.1.2b.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards
1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.	<ul style="list-style-type: none"> • Song: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse 	<ul style="list-style-type: none"> • RF.1.2a.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Stick 'n' Spell • Letter Sound • Say and Trace • Sound Room • Where Is the Sound? 	<ul style="list-style-type: none"> • RF.1.2c.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting: First Phoneme - Segmenting: Last Phoneme - Phoneme Categorization - Sound Sense Playing Cards



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Phonological Awareness continued</i>		
<p>1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).</p>	<ul style="list-style-type: none"> • Song: Consonants Together • Blend Individual Phonemes • Blending • Blend Onset/Rime • Blend Every Sound • Blending Dragon • Blending Riddles • Word Blending • Find the Picture • Stick 'n' Spell • Spell and Blend 	<ul style="list-style-type: none"> • RF.1.2b.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards
<p>1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).</p>	<ul style="list-style-type: none"> • Phoneme Segmentation 	<ul style="list-style-type: none"> • RF.1.2d.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
<p>1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’).</p>	<p>Waterford Reading and Classroom Advantage both provide activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.</p>	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Print Concepts		
<p>1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. The following lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letter Picture Writing • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Look, Listen, and Match 	<ul style="list-style-type: none"> • L.1.1a.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting Worksheets (Aa-Zz)
<p>1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks) .</p>	<ul style="list-style-type: none"> • Song: What Is a sentence?; Sentence Marks; Comma, Comma, Comma; Capital Letters • Sentences • Sentence Marks • Edit Commas • Edit End Punctuation 	<ul style="list-style-type: none"> • L.1.2b.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Practice Pages: Punctuation - Practice Pages: Sentences
Phonics and Word Study		
<p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> • single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/) • consonant blends (e.g., bl, br, cr) • consonant digraphs and trigraphs (e.g., sh-, -tch) • vowel sounds: long/short • r -controlled vowels (e.g., ar, er, ir or, ur) • vowel spelling patterns: vowel digraphs (e.g., ea, oa, ee); vowel-consonant-silent-e (e.g., lake) 	<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?; Sneaky Magic E; C and G; Key Words • Word Mastery • Sound Room-Digraphs • Pattern Hunt • Key Word Match • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace 	<ul style="list-style-type: none"> • RF.1.3a.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!



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<i>Phonics and Word Study continued</i>		
<p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled) • inflectional endings (e.g., -s, -ed, -ing) • compound words • contractions 	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; C and G; Key Words; Eensy, Weensy Mouse; Vowels Side by Side; Compound Words; Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let’s Compare; Contraction Action • Word Mastery • Watch Me Read • Key Word • Key Word Match • Pattern Hunt • Spell and Blend • Word Construction • Word Pattern Spelling • Sentence Dictation • Say and Trace • Mystery Words • Word Blending • Compound Words • Syllables • The Three Sounds of -ed • Suffixes • Comparatives • Contractions 	<ul style="list-style-type: none"> • RF.1.3b.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards - Unit Worksheets • RF.1.3c.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Pattern Word Building - Word Study Introduction - Spelling • RF.1.3f.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> - Pattern Word Building: Double the Letter - Language Concept Practice Pages: Plural Nouns
<p>1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am,-in).</p>	<ul style="list-style-type: none"> • Word Pattern • Word Blending • Word Pattern Spelling • Say and Trace • Key Word Screening • Spell and Blend • Word Mastery • Key Word 	<ul style="list-style-type: none"> • RF.1.3b.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards - Unit Worksheets



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Fluency		
1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text	<ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable-Read/Record • Readable Walk-Through/Jump Through Books (See titles at end of document.) • Power Words • Word Mastery • Spelling Scramble 	<ul style="list-style-type: none"> • RF.1.3g.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards
1.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	<ul style="list-style-type: none"> • Reading Tutorial • Readable-Read/Record • (See list of titles at end of document) • Expression Instruction • Fluency Speed 	<ul style="list-style-type: none"> • RF.1.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets
STANDARD 2: READING AND WRITING PROCESS: STUDENTS WILL USE A VARIETY OF RECURSIVE READING AND WRITING PROCESSES.		
Reading: Students will read and comprehend increasingly complex literary and informational texts.		
1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	<ul style="list-style-type: none"> • Recall Details • Sum Up, Remember Order • Sum Up, Five Ws 	<ul style="list-style-type: none"> • RL.1.2.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.	<ul style="list-style-type: none"> • Traditional Tales • Informational Text (See titles at end of document.) 	
1.2.R.3 Students will sequence events/plot (i.e., beginning, middle, and end) of a story or text .	<ul style="list-style-type: none"> • Book: Marty’s Mixed-up Mom • Sum Up, Remember Order 	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p>Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>		
<p>1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion.</p> <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Walk-Through/Jump-Through Books • Readable Books (Read or Record) (See titles at end of document.) • Print Concepts • Print Directionality 	
<p>1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p>	<ul style="list-style-type: none"> • Sum Up, Remember Order • Recall Details 	<ul style="list-style-type: none"> • W.1.3.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> - Narrative Writing Activities
<p>1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.</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?; Sneaky Magic E; C and G; Key Words • Word Mastery • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace • Word Construction • Spelling Scramble • Power Words 	<ul style="list-style-type: none"> • RF.1.3b.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards - Unit Worksheets
<p>1.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).</p>		<ul style="list-style-type: none"> • RI.1.5.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
STANDARD 3: CRITICAL READING AND WRITING: STUDENTS WILL APPLY CRITICAL THINKING SKILLS TO READING AND WRITING.		
Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.		
1.3.R.1 Students will identify the author’s purpose (i.e., tell a story, provide information) with guidance and support.		<ul style="list-style-type: none"> • RL.1.5.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden
1.3.R.2 Students will describe who is telling the story (i.e., point of view).		<ul style="list-style-type: none"> • RL.1.6.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw
1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> • setting (i.e., time, place) • plot • main characters and their traits in a story 	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Sum Up, Remember Order • Sum Up, Five Ws • Recall Details • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • RL.1.3.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs
1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.	<ul style="list-style-type: none"> • Recall Details • Ask a Question • Sum Up, Five Ws 	<ul style="list-style-type: none"> • RL.1.1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
1.3.R.5 Students will begin to locate facts that are clearly stated in a text.	<ul style="list-style-type: none"> • Describe Characters • Sum Up, Remember Order • Sum Up, Five Ws • Recall Details 	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p>Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>		
<p>NARRATIVE 1.3.W.1 Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end) , and a basic setting (i.e., time, place) with guidance and support.</p>	<ul style="list-style-type: none"> • Play and Practice: Word Processor 	<ul style="list-style-type: none"> • W1.3.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> - Narrative Writing Activities
<p>INFORMATIVE 1.3.W.2 Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.</p>	<ul style="list-style-type: none"> • Play and Practice: Word Processor 	<ul style="list-style-type: none"> • W1.2.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> - Topical Writing Activities
<p>OPINION 1.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion.</p>	<ul style="list-style-type: none"> • Play and Practice: Word Processor 	<ul style="list-style-type: none"> • W1.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities
<p>STANDARD 4: VOCABULARY: STUDENTS WILL EXPAND THEIR WORKING VOCABULARIES TO EFFECTIVELY COMMUNICATE AND UNDERSTAND TEXTS.</p>		
<p>Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>		
<p>1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p>Waterford Reading and Classroom Advantage both provide 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"> • RI.1.4.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> - Animal Bodies - Star Pictures
<p>1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.</p>	<ul style="list-style-type: none"> • Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End; Tricky Y to I • Double the Fun • Prefixes • Suffixes • Change Y to I 	<ul style="list-style-type: none"> • L.1.4b.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> - Affixes and Inflections • L.1.4c.pdf: Identify frequently occurring root words and their inflectional forms. <ul style="list-style-type: none"> - Affixes and Inflections



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion continued.		
1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.	<ul style="list-style-type: none"> • Song: Look for a Clue • Use a Clue • Rusty and Rosy’s Clues • Readable Walk-Through (See titles at end of document.) 	<ul style="list-style-type: none"> • L.1.4a.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play with Me?
1.4.R.4 Students will name and sort words into categories based on common attributes.		<ul style="list-style-type: none"> • L.1.5a.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Sorting Objects
1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. Waterford 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.	
Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.		
1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • W.1.2.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> - Topical Writing Activities
1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.	Waterford Reading and Classroom Advantage both provide many activities for students to explore figurative language, word relationships, and meanings.	
STANDARD 5: LANGUAGE: STUDENTS WILL APPLY KNOWLEDGE OF GRAMMAR AND RHETORICAL STYLE TO READING AND WRITING.		
Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.		
1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun “I”.	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Nouns; Pronouns • Nouns • Possessive Nouns • Pronouns 	<ul style="list-style-type: none"> • L.1.1b.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: “Nouns” - Practice Pages: Nouns



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts <i>continued</i>.		
1.5.R.2 Students will recognize verbs as actions.	<ul style="list-style-type: none"> • Song: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs 	<ul style="list-style-type: none"> • L.1.1e.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Practice Pages: Verbs
1.5.R.3 Students will recognize color and number adjectives.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • L.1.1f.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Practice Pages: Adjectives
1.5.R.4 Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.	<ul style="list-style-type: none"> • Song: Preposition Ship 	<ul style="list-style-type: none"> • L.1.1i.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> - Practice Pages: Preposition
1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).	<ul style="list-style-type: none"> • Songs: More Than One • Nouns • Plural Nouns • Verbs 	<ul style="list-style-type: none"> • L.1.1c.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Practice Pages: Plural Nouns - Practice Pages: Verbs and Nouns - Practice Pages: Verb Endings
Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.		
1.5.W.1 Students will capitalize: <ul style="list-style-type: none"> • the first letter of a sentence • proper names • months and days of the week 	<ul style="list-style-type: none"> • Songs: Capital Letters; Proper Nouns • Edit Capitals 	<ul style="list-style-type: none"> • L.1.2a.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> - Worksheet: Capitalization
1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	<ul style="list-style-type: none"> • Song: What Is a Sentence?; Sentence Marks • Sentence Marks • Edit End Punctuation 	<ul style="list-style-type: none"> • L.1.2b.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Practice Pages: Punctuation - Practice Pages: Sentences
STANDARD 6: RESEARCH: STUDENTS WILL ENGAGE IN INQUIRY TO ACQUIRE, REFINE, AND SHARE KNOWLEDGE.		
Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.		
1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.		<ul style="list-style-type: none"> • W.1.8.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge <i>continued</i>.		
1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> RI.1.5.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> How to Grow a Garden
1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> RI.1.6.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> Star Pictures
Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.		
1.6.W.1 Students will generate questions about topics of interest.	Waterford software activities provide many opportunities for students to select topics of interest and stories they enjoy. <ul style="list-style-type: none"> Ask a Question 	
1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.		<ul style="list-style-type: none"> W.1.7.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart)
1.6.W.3 Students will make informal presentations of information gathered.		<ul style="list-style-type: none"> SL.1.5.pdf: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> Writing and Pictures Activity
STANDARD 7: MULTIMODAL LITERACIES: STUDENTS WILL ACQUIRE, REFINE, AND SHARE KNOWLEDGE THROUGH A VARIETY OF WRITTEN, ORAL, VISUAL, DIGITAL, NON-VERBAL, AND INTERACTIVE TEXTS.		
Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.		
1.7.R.1 Students will use provided print and digital resources with guidance and support.	<ul style="list-style-type: none"> Play and Practice: Word Processor Informational Books (See titles at end of document.) 	
1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.		<ul style="list-style-type: none"> RI.1.9.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> The City Mouse and the Country Mouse



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Writing: Students will create multimodal texts to communicate knowledge and develop arguments.		
1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.	<ul style="list-style-type: none"> Play and Practice: Word Processor 	
1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> SL.1.5.pdf: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> Writing and Pictures Activity
STANDARD 8: INDEPENDENT READING AND WRITING: STUDENTS WILL READ AND WRITE FOR A VARIETY OF PURPOSES INCLUDING, BUT NOT LIMITED TO, ACADEMIC AND PERSONAL, FOR EXTENDED PERIODS OF TIME.		
Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.		
1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.	Waterford software activities provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently and requires them to turn pages allowing them to practice and enjoy appropriate reading behaviors.	
Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.		
1.8.W Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.	Waterford resources offer examples of various types and styles of writing which encourages students to explore writing opportunities independently.	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
GRADE 2		
STANDARD 1: SPEAKING AND LISTENING: STUDENTS WILL SPEAK AND LISTEN EFFECTIVELY IN A VARIETY OF SITUATIONS INCLUDING, BUT NOT LIMITED TO, RESPONSES TO READING AND WRITING.		
Reading: Students will develop and apply effective communication skills through speaking and active listening.		
2.1.R.1 Students will actively listen and speak using appropriate discussion rules.		<ul style="list-style-type: none"> • SL.2.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity
2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.		<ul style="list-style-type: none"> • SL.2.1c.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> - Ball Toss Activity
2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.	Waterford Reading and Classroom Advantage contain many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> • SL.2.1b.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> - Ball Toss Activity
2.1.R.4 Students will restate and follow multi-step directions.	As students engage with Waterford Early Learning software, they are frequently asked to follow multi-step directions.	
Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.		
2.1.W.1 Students will report on a topic or text, 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"> • SL.2.4.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> - Tell a Story Activity
2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.		<ul style="list-style-type: none"> • W.2.7.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
STANDARD 2: READING FOUNDATIONS: STUDENTS WILL DEVELOP FOUNDATIONAL SKILLS FOR FUTURE READING SUCCESS BY WORKING WITH SOUNDS, LETTERS, AND TEXT.		
Phonological Awareness		
Students will continue to review and apply earlier grade level expectations for this standard.	Waterford Reading and Classroom Advantage both provide activities that teach and review phonological awareness. Through Levels 1 and 2, the activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.	
Print Concepts		
2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.		<ul style="list-style-type: none"> W.2.1; W.2.2; W.2.3; W.2.7; W.2.8: All writing activities provide an opportunity for students to produce grade-appropriate text using legible writing.
Phonics and Word Study		
<p>2.2.PWS.1 Students will decode one- and two-syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat]) consonant blends (e.g., bl, br, cr) consonant digraphs and trigraphs (e.g., sh-, -tch) vowel sounds: long; short; “r” controlled vowels (e.g., ar, er, ir or, ur) vowel spelling patterns: vowel digraphs (e.g., ea, oa, ee); vowel-consonant-silent-e (e.g., lake); vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy] 	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Make and Spell All-Star Spelling Guess the Word Mystery Word Pinball Spelling Game Spelling Instruction Word Recognition Spell and Blend Spelling Scramble 	<ul style="list-style-type: none"> RF.2.3a.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> Lesson 1: /ā/ Lesson 2: /ō/ Lesson 3: /ī / Lesson 3: /ū/ Readable Check Sheets RF.2.3b.pdf: Know spelling-sound correspondenc-es for additional common vowel teams. <ul style="list-style-type: none"> Lesson 2: /ar/ Lesson 11: /er/ Lesson 12: /or/ Readable Check Sheet RF.2.3c.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> Fluency Check Sheets



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Phonics and Word Study <i>continued</i>		
<p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) • inflectional endings (e.g., -s, -ed, -ing) • compound words • contractions • abbreviations • common roots and related prefixes and suffixes 	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Contraction Action; Compound Words; Let’s Compare; Put It at the End; Put It at the Front; Key Words; Double the Fun; Tricky Y to I • Contractions • Comparatives • Compound Words • Prefixes • Suffixes 	<ul style="list-style-type: none"> • L.2.4b.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes Worksheets • L.2.4c.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives Worksheets - Prefixes Worksheets - Suffixes Worksheets
<p>2.2.PWS.3 Students will read words in common word families (e.g., -ight, -ink, -ine, ow) .</p>	<ul style="list-style-type: none"> • Readable Word Play • Word Recognition 	
Fluency		
<p>2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>	<ul style="list-style-type: none"> • Read Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See lists of titles at end of document.) • Automatic Word Recognition • Spelling Exploration • Make and Spell • All-Star Spelling • Word Recognition 	<ul style="list-style-type: none"> • RF.2.3f.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /ī/ - Lesson 2: /ō/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals
<p>2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<ul style="list-style-type: none"> • Read Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (Record, Read, Listen) (See lists of titles at end of document.) • Expression: Phrases; Questions; Pauses; Exclamations; Quotations 	<ul style="list-style-type: none"> • RF.2.4a.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 30 Readable Books/Fluency Comprehension and Speed Titles (See list at end of document.) - Moose Are Not Meese - Fluency Check Sheets



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
STANDARD 2: READING AND WRITING PROCESS: STUDENTS WILL USE A VARIETY OF RECURSIVE READING AND WRITING PROCESSES.		
Reading: Students will read and comprehend increasingly complex literary and informational texts.		
2.2.R.1 Students will locate the main idea and supporting details of a text.	<ul style="list-style-type: none"> • Map the Story • Read-Along Books • Fluency, Comprehension, and Speed Titles • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • RI.2.2.pdf: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee’s Secret - Reaching Above
2.2.R.2 Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres	<ul style="list-style-type: none"> • Map the Story • Read-Along Books • Fluency, Comprehension, and Speed Titles • Informational Books (See titles at end of document.) 	
2.2.R.3 Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text .	<ul style="list-style-type: none"> • Map the Story • Read-Along Books • Fluency, Comprehension, and Speed Titles • Informational Books (See titles at end of document.) 	
Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.		
2.2.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor • Writing Introduction • Map the Story • Prewrite: Mapping; Word Bank • First Draft • Revise: Add Details; Use Interesting Words; Stick to the Topic; Start Sentences Differently; Delete Extra Words 	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p>Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing <i>continued</i>.</p>		
<p>2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.</p>	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor • Writing Introduction • Map the Story • Prewrite: Mapping; Word Bank • First Draft • Revise: Add Details; Use Interesting Words; Stick to the Topic; Start Sentences Differently; Delete Extra Words 	
<p>2.2.W.3 Students will correctly spell grade-appropriate words while editing.</p>	<ul style="list-style-type: none"> • Spelling Instruction • Edit Spelling • Edit Tricky Spellings • Song: Strange Spelling • Change Y to I • Spelling Exploration • Spell and Blend • All-Star Spelling 	
<p>2.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries).</p>	<ul style="list-style-type: none"> • Song: Reading Detective (Build Vocabulary) • Prewrite: Word Bank • Build Vocabulary 	
<p>STANDARD 3: CRITICAL READING AND WRITING: STUDENTS WILL APPLY CRITICAL THINKING SKILLS TO READING AND WRITING.</p>		
<p>Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p>		
<p>2.3.R.1 Students will determine the author’s purpose (i.e., tell a story, provide information).</p>		<ul style="list-style-type: none"> • RI.2.6.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee’s Secret - Reaching Above



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p>Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives <i>continued</i>.</p>		
<p>2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>	<ul style="list-style-type: none"> • Song: Reading Detective • Compare Characters 	<ul style="list-style-type: none"> • RL.1.6.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker?
<p>2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> • setting (i.e., time, place) • plot • characters • characterization 	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Sum Up, Remember Order • Traditional Tales (See titles at end of document.) • Peek at the Story 	<ul style="list-style-type: none"> • RL.1.3.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs
<p>2.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> • simile • metaphor 		<ul style="list-style-type: none"> • RL.2.4.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin' to the Music Time - Winter Snoozers
<p>2.3.R.5 Students will locate facts that are clearly stated in a text.</p>	<ul style="list-style-type: none"> • Sum Up, Five W's • Sum Up, Remember Order • Compare Characters • Map the Story 	
<p>2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p>	<ul style="list-style-type: none"> • Song: Reading Detective (Compare Characters); (Map the Story); (Sum Up, Remember Order) • Compare Characters • Sum Up, Remember Order • Map the Story 	
<p>2.3.R.7 Students will answer inferential questions (e.g., how and why) with guidance and support.</p>	<ul style="list-style-type: none"> • Fluency Comprehension • Fluency Comprehension and Speed Titles • (See list at end of document.) 	



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<p>Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>		
<p>NARRATIVE 2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end) , and a basic setting (i.e., time, place) with guidance and support.</p>	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor • Writing Introduction • Map the Story • Prewrite: Mapping; Word Bank • First Draft • Revise: Add Details; Use Interesting Words; Stick to the Topic; Start Sentences Differently; Delete Extra Words 	<ul style="list-style-type: none"> • W.2.3.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - I Met a Monster - Turtle’s Pond - Bandage Bandit - The Story Cloth - Snake Weaves a Rug - Lorenzo’s Llama - The Sweater - The Courage to Learn - Why Wind and Water Fight - The Bee’s Secret - Macaw’s Chorus - How Rivers Began - Pencil Magic - Elephant Upstairs - Reaching Above
<p>INFORMATIVE 2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.</p>	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor • Writing Introduction • Map the Story • Prewrite: Mapping; Word Bank • First Draft • Revise: Add Details; Use Interesting Words; Stick to the Topic; Start Sentences Differently; Delete Extra Words 	<ul style="list-style-type: none"> • W.2.2.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p>Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice <i>continued</i>.</p>		
<p>OPINION 2.3.W.3 Students will express an opinion about a topic and provide reasons as support.</p>	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor • Writing Introduction • Map the Story • Prewrite: Mapping; Word Bank • First Draft • Revise: Add Details; Use Interesting Words; Stick to the Topic; Start Sentences Differently; Delete Extra Words 	<ul style="list-style-type: none"> • W.2.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers
<p>STANDARD 4: VOCABULARY: STUDENTS WILL EXPAND THEIR WORKING VOCABULARIES TO EFFECTIVELY COMMUNICATE AND UNDERSTAND TEXTS.</p>		
<p>Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>		
<p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p>Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.</p> <ul style="list-style-type: none"> • Vocabulary Word Tutorial • Build Vocabulary 	<ul style="list-style-type: none"> • RI.2.4.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes
<p>2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p>	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Prefixes • Suffixes • Comparatives • Change Y to I 	<ul style="list-style-type: none"> • RF.2.3d.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb Worksheets - Prefixes Worksheets - Suffixes Worksheets
<p>2.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p>	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy's Clues • Use a Clue • Watch Me Read • Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Pinata Book; Discovering Dinosaurs; Macaw's Chorus 	



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion <i>continued</i>.		
2.4.R.4 Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.	Waterford Reading and Classroom Advantage both provide many activities for students to explore word relationships, and meanings. <ul style="list-style-type: none"> • Song: Synonym Tree; Antonym Ant • Synonyms • Antonyms 	
2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.	<ul style="list-style-type: none"> • Reading Detective: Build Vocabulary 	<ul style="list-style-type: none"> • L.2.4e.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary
Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.		
2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.	<ul style="list-style-type: none"> • Song: Reading Detective (Build Vocabulary) • Vocabulary Tutorial • Informational Books (See titles at end of document.) 	
2.4.W.2 Students will select appropriate language according to purpose in writing.	<ul style="list-style-type: none"> • Prewrite: Word Bank • Revise: Add Details; Use Interesting Words; Start Sentences Differently; Delete Extra Words 	
STANDARD 5: LANGUAGE: STUDENTS WILL APPLY KNOWLEDGE OF GRAMMAR AND RHETORICAL STYLE TO READING AND WRITING.		
Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.		
2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.	<ul style="list-style-type: none"> • Songs: Strange Spelling; Nouns; More Than One • Irregular Plurals 	<ul style="list-style-type: none"> • L.2.1b.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose Are Not Meese - Plural Nouns
2.5.R.2 Students will recognize different types and tenses of verbs.	<ul style="list-style-type: none"> • Song: Irregular Verbs • Nonaction Verbs • Irregular Verbs 	<ul style="list-style-type: none"> • L.2.1d.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> - Writing About the Past Activity - Irregular Verbs Worksheet
2.5.R.3 Students will recognize adjectives.	<ul style="list-style-type: none"> • Adjectives 	
2.5.R.4 Students will recognize prepositions.	<ul style="list-style-type: none"> • Song: Preposition Ship 	
2.5.R.5 Students will recognize the subject and predicate of a sentence.		



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.		
2.5.W.1 Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> • the first letter of a quotation • holidays • product names • initials • months and days of the week 	<ul style="list-style-type: none"> • Songs: Capital Letters (Titles), (Proper Nouns), (Days), (Places), 	<ul style="list-style-type: none"> • L.2.2a.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization Worksheet
2.5.W.2 Students will use simple contractions (e.g., isn't, aren't, can't).	<ul style="list-style-type: none"> • Song: Contraction Action 	
2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Edit End Punctuation 	
STANDARD 6: RESEARCH: STUDENTS WILL ENGAGE IN INQUIRY TO ACQUIRE, REFINE, AND SHARE KNOWLEDGE.		
Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.		
2.6.R.1 Students will create their own questions to find information on their topic.	Waterford software activities provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently allowing them to practice and enjoy appropriate reading behaviors.	
2.6.R.2 Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.		<ul style="list-style-type: none"> • RL.2.7.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 30 Readable Books/Fluency, Comprehension, and Speed Titles (See list at end of document.)
2.6.R.3 Students will consult various visual and text reference sources to gather information.		<ul style="list-style-type: none"> • W.2.8.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p>Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>		
<p>2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p>	<p>Waterford software activities provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently allowing them to practice and enjoy appropriate reading behaviors.</p>	
<p>2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p>		<ul style="list-style-type: none"> • W.2.7.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree
<p>2.6.W.3 Students will organize and present their information in written and/or oral reports or display.</p>	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor • Writing Introduction • Map the Story • Prewrite: Mapping; Word Bank • First Draft • Revise: Add Details; Use Interesting Words; Stick to the Topic; Start Sentences Differently; Delete Extra Words 	
<p>STANDARD 7: MULTIMODAL LITERACIES: STUDENTS WILL ACQUIRE, REFINE, AND SHARE KNOWLEDGE THROUGH A VARIETY OF WRITTEN, ORAL, VISUAL, DIGITAL, NON-VERBAL, AND INTERACTIVE TEXTS.</p>		
<p>Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>		
<p>2.7.R.1 Students will locate and use print and digital resources with guidance and support.</p>	<ul style="list-style-type: none"> • Song: Reading Detective (Build Vocabulary) • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • RI.2.5.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> - How to Grow a Garden
<p>2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats</p>		<ul style="list-style-type: none"> • RI.2.9.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



STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Writing: Students will create multimodal texts to communicate knowledge and develop arguments.		
2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor 	
2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor 	
STANDARD 8: INDEPENDENT READING AND WRITING: STUDENTS WILL READ AND WRITE FOR A VARIETY OF PURPOSES INCLUDING, BUT NOT LIMITED TO, ACADEMIC AND PERSONAL, FOR EXTENDED PERIODS OF TIME.		
Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.		
2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.	Waterford software activities provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently and requires them to turn pages allowing them to practice and enjoy appropriate reading behaviors.	
Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.		
2.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter time frames (e.g., a single sitting or a day or two) .	Waterford resources offer examples of various types and styles of writing which encourages students to explore writing opportunities independently.	



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?