Alignment Criteria: ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS: PENNSYLVANIA DEPARTMENT OF EDUCATION *for* KINDERGARTEN, FIRST, AND SECOND GRADES

FEBRUARY 2017

Waterford
CURRICULUM

CURRICULUM
Correlation

Waterford Reading & Classroom Advantage

100%

Academic Standards for English Language Arts: Pennsyvania Department of Education

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OVERVIEW

This document provides a detailed correlation of WATERFORD READING AND CLASSROOM ADVANTAGE *and* ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS: PENNSYVANIA DEPARTMENT OF EDUCATION.

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

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

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

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

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

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

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

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

DOCUMENT ORGANIZATION
This document includes a correlation chart with the following columns:

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

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
KINDERGARTEN		
1.1 FOUNDATIONAL SKILLS: STUDENTS GAIN A WORKING KNOWLEDGE OF CONCEPTS OF PRINT, ALPHABETIC PRINCIPAL, AND OTHER BASIC CONVENTIONS.		
BOOK HANDLING		
CC.1.1.K.A Utilize book handling skills.	All online books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion with highlighted text which helps show the sequence of print.	
PRINT CONCEPTS		
CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all uppercase and lowercase letters of the alphabet.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to understanding organization and basic features of print. All online books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion with highlighted text which helps show the sequence of print. • Print Directionality • Print Concepts • Letters Make Words • Sing a Rhyme Songs/Books (See list of titles at end of document.) • ABC Songs • Distinguish Letters • Name That Letter • Alphabet Review • Find the Letter • Letter Checker • Make a Scene • Fast Letter Fun • What's Your Name? • Hidden Letters • Hidden Pictures • Letter Pictures	• RF-K-1a .pdf: Follow words from left to right, top to bottom, and page-by-page. – Print Directionality

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PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
PHONOLOGICAL AWARENESS		

CC.1.1.K.C
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
• Recognize and produce rhyming words.
• Count, pronounce, blend, and segment syllables in spoken words.
• Blend and segment onsets and rimes of single-syllable spoken words.
• Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
	• Sing a Rhyme (See list of titles at end of document.)
	• Rhyming Words song
	• Rhyme
	• Rhyme Match
	• Finish the Picture
	• One Doesn't Rhyme
	• Rhyming Words Song
	• Syllable Safari
	• Syllable
	• Blending
	• Blend Onset/Rime
	• Blending Riddles
	• Blending Dragon
	• Blend Individual Phoneme
	• Phoneme Segmentation
	• Initial Sound
	• Right Initial Sound
	• Right Final Sound
	• Stick 'n' Spell
	• Final Sound Instruction
	• Right Final
	• Where is the Sound?
		• RF-K-2a.pdf: Recognize and produce rhyming words.
		  – Change the Rhyme
		  – Rhyming Riddles
		  – "Down by the Bay"
		  – Rhyme Match
		  – Rhyming Bingo
		  – Sound Sense Cards
		• RF-K-2b.pdf: Count, pronounce, blend, and segment syllables in spoken words.
		  – Segmenting Syllables
		• RF-K-2c.pdf: Blend and segment onsets and rimes of single-syllables spoken words.
		  – Segmenting Syllables
		• RF-K-2d.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).
		  – Segmenting
		  – Sound Sense Playing Cards

PHONICS AND WORD RECOGNITION		

CC.1.1.K.D
Know and apply grade-level phonics and word analysis skills in decoding words.
• Demonstrate basic knowledge of one-to-one letter-sound correspondence.
• Associate the long and short sounds with common spellings for the five major vowels.
• Read grade-level high-frequency sight words with automaticity.
• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	• Letter Sound Songs
	• Letter Sound
	• Choose a Sound
	• Sound Room
	• Name that Letter Sound
	• Decodable Books (See list of titles at end of document.)
	• Read With Me Books (See list of titles at end of document.)
	• Power Words
		• RF.K.3b.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.
		  – Phonics and Word Recognition
		  – Long and Short Vowel Cards

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
FLUENCY		
C.C.1.1.K.E Read emergent-reader text with purpose and understanding.	Waterford software activities, as well as teacher materials provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently and requires them to turn pages allowing them to practice and enjoy appropriate reading behaviors. • Decodable Books (See list of titles at end of document.)	• RF.K.4pdf: Read emergent-reader texts with purpose and understanding. – Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
1.2 READING INFORMATIONAL TEXT: STUDENTS READ, UNDERSTAND, AND RESPOND TO INFORMATIONAL TEXT—WITH AN EMPHASIS ON COMPREHENSION, VOCABULARY ACQUISITION, AND MAKING CONNECTIONS AMONG IDEAS AND BETWEEN TEXTS WITH A FOCUS ON TEXTURAL EVIDENCE.		
KEY IDEAS AND DETAILS		
Main Idea		
C.C.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	• Describe Characters • Compare Characters • Find an Answer	• RI.K.2.pdf With prompting and support, identify the main topic and retell key details of a text.
Text Analysis		
CC.1.2.K.B With prompting and support, answer questions about key details in a text.	• Describe Characters • Compare Characters • Find an Answer	• RI.K.1.pdf: With prompting and support, ask and answer questions about key details in a text.
CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.		• RI.K.3.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.
CRAFT AND STRUCTURE		
Text Structure		
CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	Prior to reading each online story, the front cover to each online book is displayed on the screen and the name of the title, author, and illustrator are read out loud. • Books: Opposites; Pairs; Watch the Wooly Worm	• RI.K.5.pdf: Identify the front cover, back cover, and title page of a book.

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PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Vocabulary		
CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	All Read Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	• RI.K.4pdf: With prompting and support, ask and answer questions about unknown words in a text.
INTEGRATION OF KNOWLEDGE AND IDEAS		
Diverse Media		
CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.	• Words Tell About the Pictures • Picture Clues	• RL.K.7pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. – 31 stories with various strategies such as Peek at the Story and Use Clues to Guess
Evaluating Arguments		
CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.		• RI.K.8.pdf: With prompting and support, identify the reasons an author gives to support points in a text.
Analysis Across Texts		
CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.		• RI.K.9pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic.
Vocabulary Acquistion and Use		
CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	All Activities in Speaking and Listening, and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts. • Read With Me Books • Sing a Rhyme Songs/Books (See list of titles at end of document.) • Vocabulary	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Vocabulary Acquistion and Use continued		
CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content	Waterford Reading provides many activates related to vocabulary acquisition and use. All Read Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	
Range of Reading		
CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.		• RI.K.1-9.pdf: All activities for RI.K.1-RI.K.9 provide opportunities for engagement in group reading.
1.3 READING LITERATURE: STUDENTS READ AND RESPOND TO WORKS OF LITERATURE—WITH EMPHASIS ON COMPREHENSION, VOCABULARY ACQUISITION, AND MAKING CONNECTIONS AMONG IDEAS AND BETWEEN TEXTS WITH FOCUS ON TEXTUAL EVIDENCE.		
KEY IDEAS AND DETAILS		
Theme		
CC.1.3.K.A With prompting and support, retell familiar stories including key details.	• Describe Characters • Compare Characters • Find an Answer	• RI.K.2.pdf With prompting and support, identify the main topic and retell key details of a text.
Text Analysis		
CC.1.3.K.B Answer questions about key details in a text.	• Describe Characters • Compare Characters • Find an Answer	• RI.K.1.pdf: With prompting and support, ask and answer questions about key details in a text.
Literacy Elements		
CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	• Describe Characters • Compare Characters • Find an Answer • Sum Up, Five W's	• RL.K.3.pdf: With prompting and support, identify characters, settings, and key events in a story. – 21 stories with discussion questions to build

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
CRAFT AND STRUCTURE		
Point of View		
CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	Prior to reading each online story, the front cover to each online book is displayed on the screen and the name of the title, author, and illustrator are read out loud. • Books: Opposites; Pairs; Watch the Wooly Worm	• RI.K.6.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Text Structure		
CC.1.3.K.E Recognize common types of text.		• RL.K.5.pdf: Recognize common types of texts (e .g ., storybooks, poems). – 5 stories with comprehension strategies
Vocabulary		
CC.1.3.K.F Ask and answer questions about unknown words in a text.	All Read Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. • Vocabulary	
INTEGRATION OF KNOWLEDGE AND IDEAS		
Sources of Information		
CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	• Picture Clues • Words Tell About the Pictures	• RL.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. – 31 stories with various strategies such as Peek at the Story and Use Clues to Guess
Text Analysis		
CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories		• RL.K.9.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. – 3 stories with Compare and Contrast activities

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
VOCABULARY ACQUISITION AND USE		
Strategies		
CC.1.3.K.I Determine or clarify the meaning of unknown or multiple- meaning words and phrases based upon grade-level reading and content.	Waterford Reading provides many activities related to vocabulary acquisition and use. All Read Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	
CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	All Activities in Speaking and Listening, and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts. • Read With Me Books • Sing a Rhyme Songs/Books (See list of titles at end of document.) • Vocabulary	
Range of Reading		
CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.		• RI.K.1-9.pdf: All activities for RI.K.1-RI.K.9 provide opportunities for engagement in group reading.
1.4 WRITING: STUDENTS WRITE FOR DIFFERENT PURPOSES AND AUDIENCES. STUDENTS WRITE CLEAR AND FOCUSED TEXT TO CONVEY A WELL-DEFINED PERSPECTIVE AND APPROPRIATE CONTENT.		
INFORMATIVE/EXPLANATORY		

CC.1.4.K.A
Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.
		• W.K.2.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.
		  – Fawn Eyes
		  – A Story in the Snow

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
INFORMATIVE/EXPLANATORY: FOCUS		
CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.		• 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
INFORMATIVE/EXPLANATORY: CONTENT		
CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	• Look at Details • Sum Up, Five W's	
INFORMATIVE/EXPLANATORY: ORGANIZATION		
CC.1.4.K.D Make logical connections between drawing and dictation/writing.	• Words Tell About the Pictures • Picture Clues	
INFORMATIVE/EXPLANATORY: STYLE		
CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	• Picture Clues • Words Tell About the Pictures • Look at Details	
INFORMATIVE/EXPLANATORY: CONVENTIONS OF LANGUAGE		
CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	• What is a Sentence? Song • Sentence Marks • Letter Sound Songs • Letter Sounds • Name That Letter Sound • Sound Room • Choose a Sound • Power Word 'I'	• LK.2d.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. – Spelling by Sound Activity

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
OPINION/ARGUMENTATIVE		
CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.		• 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
OPINION/ARGUMENTATIVE: FOCUS		
CC.1.4.K.H Form an opinion by choosing between two given topics.		• 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
OPINION/ARGUMENTATIVE: CONTENT		
CC.1.4.K.I Support the opinion with reasons.		• 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
OPINION/ARGUMENTATIVE: ORGANIZATION		
CC.1.4.K.J Make logical connections between drawing and writing.	• Picture Clues • Words Tell About the Pictures	• RL.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. – 31 stories with various strategies such as Peek at the Story and Use Clues to Guess

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PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
OPINION/ARGUMENTATIVE: CONVENTIONS OF LANGUAGE		
CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	• What is a Sentence? Song • Sentence Marks • Letter Sound Songs • Letter Sounds • Name That Letter Sound • Sound Room • Choose a Sound • Power Word 'I'	• LK.2d.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. – Spelling by Sound Activity
NARRATIVE		

CC.1.4.K.M
Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
		• W.K.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.
		  – Andy's Adventures
		  – At Camp
		  – I Go . . .
		  – Together
		  – Opposites

NARRATIVE: FOCUS		
CC.1.4.K.N Establish who and what the narrative will be about.		• 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
NARRATIVE: CONTENT		

CC.1.4.K.O
Describe experiences and events.
		• W.K.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.
		  – Andy's Adventures
		  – At Camp
		  – I Go . . .
		  – Together
		  – Opposites

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
NARRATIVE: ORGANIZATION		

CC.1.4.K.P
Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
		• W.K.3.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
		  – The Germs
		  – Lumpy Mush

NARRATIVE: CONVENTIONS OF LANGUAGE		
CC.1.4.K.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	• What is a Sentence? Song • Sentence Marks • Letter Sound Songs • Letter Sounds • Name That Letter Sound • Sound Room • Choose a Sound • Power Word 'I'	• LK.2d.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. – Spelling by Sound Activity
PRODUCTION AND DISTRIBUTION OF WRITING: WRITING PROCESS		
CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.		• L.K.5f.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. – Family Vacation Creative Writing
TECHNOLOGY AND PUBLICATION		
CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	• Word Processor	

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PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
CONDUCTING RESEARCH		

CC.1.4.K.V
Participate in individual or shared research projects on a topic of interest.
		• W.K.7.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
		  – Think and Write Activity
		  – I Go . . .
		  – At Camp
		  – Together
		  – Opposites

CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES		

CC.1.4.K.W
With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
		• W.K.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.
		  – Andy's Adventures
		  – At Camp
		  – I Go . . .
		  – Together
		  – Opposites

RANGE OF WRITING		
CC.1.4.K.X Write routinely over short time frames.		• W.K.1-8.pdf: All activities for W.K.1-W.K.8 provide opportunities for students to routinely write over short time frames.
1.5 SPEAKING AND LISTENING: STUDENTS PRESENT APPROPRIATELY IN FORMAL SPEAKING SITUATIONS, LISTEN CRITICALLY, RESPOND INTELLIGENTLY AS INDIVIDUALS OR IN GROUP DISCUSSIONS.		
COMPREHENSION AND COLLABORATION: COLLABORATIVE DISCUSSION		
CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	Waterford Reading and Classroom Advantage contain many teacher materials that can be used to integrate speaking and listening into classroom activities.	

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PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
COMPREHENSION AND COLLABORATION: CRITICAL LISTENING		
CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Describe Characters • Compare Characters • Find an Answer • Sum Up, Five W's	• SL.K.2.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. – My Super Sticky Sandwich – Ooey, Gooey Mud – The Alligator in the Library – Lost Socks – Moving Day – Mine
COMPREHENSION AND COLLABORATION: EVALUATING INFORMATION		
CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Students continually follow instructions in order to complete activities in Waterford. Each activity has unique interactions, requiring the student to listen carefully and respond promptly. Sometimes, the interactions include reading or speaking aloud. A Repeat button allows students to hear instructions again. If students are inattentive for a minimum of 90 seconds, the screen displays a "Go Get Your Teacher" message to summon an adult to support the student.	
PRESENTATION OF KNOWLEDGE AND IDEAS: PURPOSE, AUDIENCE, AND TASK		
CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.		• SL.K.4.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. – My Favorite Things
PRESENTATION OF KNOWLEDGE AND IDEAS: CONTEXT		
CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.		• SL.K.6.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. – My Favorite Things

ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS: PENNSYLVANIA DEPARTMENT OF EDUCATION

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
CONVENTIONS OF STANDARD ENGLISH		
CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.	• Waterford Reading and Classroom Advantage both provide many activities related to conventions of standard English grammar and usage.	
GRADE 1		
1.1 FOUNDATIONAL SKILLS: STUDENTS GAIN A WORKING KNOWLEDGE OF CONCEPTS OF PRINT, ALPHABETIC PRINCIPLE, AND OTHER BASIC CONVENTIONS.		
PRINT CONCEPTS		

CC.1.1.1.B
Demonstrate understanding of the organization and basic features of print.
• Recognize the distinguishing features of a sentence.
	• Songs: What Is a Sentence?; Sentence Marks
	• Sentences
	• Sentence Marks
		• RF.1.1a.pdf: Recognize the distinguishing features of a sentence.
		  – Sentence Strips
		  – Language Concepts Worksheets

PHONOLOGICAL AWARENESS		

CC.1.1.1.C
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
• Distinguish long from short vowel sounds in spoken single-syllable words.
• Count, pronounce, blend, and segment syllables in spoken and written words.
• Orally produce single-syllable words, including consonant blends and digraphs.
• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
• Add or substitute individual sounds (phonemes) in one-syllable words to make new words.
	• Songs: Sneaky Magic E; Consonants Together;
	• Blending
	• Blend Onset/Rime
	• Blending Riddles
	• Blend Every Sound
	• Blending Dragon
	• Stick N' Spell
	• Initial Sound
	• Final Sound
	• Right Final Sound
	• Where is the Sound?
	• Phoneme Segmentation
	• Word Blending
	• Find the Picture
		• RF.1.2a.pdf: Distinguish long from short vowel sounds in spoken single-syllable words.
		  – Phonics and Word Recognition
		  – Long and Short Vowel Cards
		• RF.1.2b.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.
		  – Blending: Onset-Rime
		  – Phoneme Blending
		  – Sound Sense Bingo Cards
		• RF.1.2c.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
		  – Segmenting: First Phoneme
		  – Segmenting: Last Phoneme
		  – Phoneme Categorization
		  – Sound Sense Playing Cards
		• RF.1.2d.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
PHONICS AND WORD RECOGNITION		
CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. • Identify common consonant diagraphs, final -e, and common vowel teams. • Decode one- and two-syllable words with common patterns. • Read grade-level words with inflectional endings. • Read grade-appropriate, irregularly spelled words.	• Songs: C-K Rap; PH and GH Say Fff; Sheep in the Shadows; Lazy Letter Q; TH Has Two Sounds; Chip Chop; Where is a Whale?; 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 • Word Mastery • Sound Room • Pattern Hunt • Spell and Blend • Name That Sound • Say and Trace • Word Blending • Sentence Dictation • Letter Sound • Word Construction • Key Word • The Three Sounds of -ED • Plural Nouns • Comparatives • Suffixes • Power Word • Spelling Scramble • Watch Me Read • Readable (Read/Record and Walk-through) See list of titles at end of document)	• RF.1.3a.pdf: Know the spelling-sound correspondences for common consonant digraphs. – Level Two Scope and Sequence of Skills – Consonant Blending: -ck, cl-, spl – Pattern Word Blending: -uff – Pattern Word Blending: -ash – Sounds Fun! • RF.1.3b.pdf: Decode regularly spelled one-syllable words. – Readable books and letter patterns – Pattern Word Blending – Consonant Blending – Pattern Word Building – Digraphs:-tch, ch – Pattern Word Games – Reading Tricks – Word Building Activity – Letter Cards – Key Word Cards – Unit Worksheets • RF.1.3c.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. – Level Two Scope and Sequence of Skills – Pattern Word Building – Word Study Introduction – Spelling • RF.1.3d.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. – Syllable Segmentation • RF.1.3e.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. – Reading Trick: Key Word Match – Reading Trick: Pattern Hunt – Reading Trick: Mystery Word

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
PHONICS AND WORD RECOGNITION *continued*		

CC.1.1.1.D *continued*		• RF.1.3f.pdf: Read words with inflectional endings.
		  – Pattern Word Building: Double the Letter
		  – Language Concept Practice Pages: Plural Nouns
		• RF.1.3g.pdf: Recognize and read grade appropriate irregularly spelled words.
		  – Say, Spell, Write
		  – Power Word Cards

FLUENCY		

CC.1.1.1.E
Read with accuracy and fluency to support comprehension.
• Read on-level text with purpose and understanding.
• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
• Use context to confirm or self correct word recognition and understanding, rereading as necessary.
	• Readables (See list of titles at end of document.)
	• Reading Tutorial
	• Expression Instruction
	• Fluency Speed
	• Look for a Clue song
	• Rusty and Rosy's Clues
	• Use a Clue
	• Mystery Words
	• Watch Me Read
		• RF.1.4a.pdf: Read on-level text with purpose and understanding.
		  – Level Two Books Chart
		• RF.1.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  – Readable Books Chart
		  – Repeated Readings
		  – Fluency Check Sheets
		• RF.1.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		  – Use-a-clue

1.2 READING INFORMATIONAL TEXT: STUDENTS READ, UNDERSTAND, AND RESPOND TO INFORMATIONAL TEXT—WITH AN EMPHASIS ON COMPREHENSION, VOCABULARY ACQUISITION, AND MAKING CONNECTIONS AMONG IDEAS AND BETWEEN TEXT WITH A FOCUS ON TEXTUAL EVIDENCE.		
KEY IDEAS AND DETAILS: MAIN IDEA		

CC.1.2.1.A
Identify the main idea and retell key details of text.
	• Recall Details
	• Sum Up, Five W's
	• Traditional Tales (See list of titles at end of document.)
		• RL.1.2.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		  – The Three Little Pigs
		  – Mr.. Lucky Straw

KEY IDEAS AND DETAILS: TEXT ANALYSIS		

CC.1.2.1.B
Ask and answer questions about key details in a text.
	• Recall Details
	• Sum Up, Five W's
	• Traditional Tales (See list of titles at end of document.)
		• RL.1.1.pdf: Ask and answer questions about key details in a text.
		  – The Three Little Pigs
		  – Anansi and the Seven Yarn Hills
		  – Mr. Lucky Straw

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
KEY IDEAS AND DETAILS: TEXT ANALYSIS *continued*		
CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat	• RI.1.3.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. – Making Connections: I Want to be a Scientist Like...
CRAFT AND STRUCTURE: TEXT STRUCTURE		
CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.		• RI.1.5.pdf: Know and use various text features to locate key facts or information in a text. – How to Grow a Garden
CRAFT AND STRUCTURE: VOCABULARY		

CC.1.2.1.F
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All 54 Read Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.
	• Water Is All Around
	• Animal Bodies
	• Star Pictures
		• RI.1.4.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		  – Animal Bodies
		  – Star Pictures

INTEGRATION OF KNOWLEDGE AND IDEAS: DIVERSE MEDIA		
CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.	• Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat	• RI.1.7.pdf: Use the illustrations and details in a text to describe its key ideas. – Star Pictures
INTEGRATION OF KNOWLEDGE AND IDEAS: EVALUATING ARGUMENTS		
CC.1.2.1.H Identify the reasons an author gives to support points in a text.	• Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat	• RI.1.8.pdf: Identify the reasons an author gives to support points in a text. – How to Grow a Garden

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
INTEGRATION OF KNOWLEDGE AND IDEAS: ANALYSIS ACROSS TEXTS		
CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	• Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat	• RI.1.9.pdf: Identify basic similarities and differences between two texts on the same topic. – The City Mouse and the Country Mouse
VOCABULARY ACQUISITION AND USE		
CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	• Readables • Traditional Tales (See list of titles at end of document.)	
CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All 54 Read Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. • Water Is All Around • Animal Bodies • Star Pictures	• RI.1.4.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. – Animal Bodies – Star Pictures
RANGE OF READING		
CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	• Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat	• RI.1.10.pdf: With prompting and support, read informational texts appropriately complex for grade 1. – Water Is All Around – Animal Bodies – I Wish I Had Ears Like a Bat – I Want to be a Scientist Like Jane Goodall – I Want to be a Scientist Like George Washington Carver – I Want to be a Scientist Like George and Wilbur Wright

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
1.3 READING LITERATURE: STUDENTS READ AND RESPOND TO WORKS OF LITERATURE—WITH EMPHASIS ON COMPREHENSION, VOCABULARY ACQUISITION, AND MAKING CONNECTIONS AMONG IDEAS AND BETWEEN TEXTS WITH FOCUS ON TEXTUAL EVIDENCE.		
KEY IDEAS AND DETAILS: THEME		

CC.1.3.1.A
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	• Recall Details
	• Sum Up, Five W's
	• Traditional Tales (See list of titles at end of document.)
		• RL.1.2.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		  – The Three Little Pigs
		  – Mr. Lucky Straw

KEY IDEAS AND DETAILS: TEXT ANALYSIS		

CC.1.3.1.B
Ask and answer questions about key details in a text.
	• Recall Details
	• Sum Up, Five W's
	• Traditional Tales (See list of titles at end of document.)
		• RL.1.1.pdf: Ask and answer questions about key details in a text.
		  – The Three Little Pigs
		  – Anansi and the Seven Yarn Hills
		  – Mr. Lucky Straw

KEY IDEAS AND DETAILS: LITERARY ELEMENTS		
CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	• Describe Characters • Compare Characters • Sum Up, Five W's • Traditional Tales (See list of titles at end of document.)	• RL.1.3.pdf: Describe characters, settings, and major events in a story, using key details. – The Three Little Pigs
CRAFT AND STRUCTURE: POINT OF VIEW		
CC.1.3.1.D Identify who is telling the story at various points in a text.		• RL.1.6.pdf: Identify who is telling the story at various points in a text.
CRAFT AND STRUCTURE: TEXT STRUCTURE		

CC.1.3.1.E
Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
		• RL.1.5.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
		  – Text Type Activity—Narrative Text
		  – Text Type Activity—Informational Text
		  – How to Grow a Garden

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
CRAFT AND STRUCTURE: VOCABULARY		

CC.1.3.1.F
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		• RL.1.4.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		  – Lizard and the Painted Rock
		  – The Big Mitten
		  – The City and the Country Mouse
		  – La Tortuga
		  – The Shoemaker and the Elves
		  – The Brothers
		  – The Ugly Duckling

INTEGRATION OF KNOWLEDGE AND IDEAS: SOURCES OF INFORMATION		

CC.1.3.1.G
Use illustrations and details in a story to describe characters, setting, or events.
	• Sum Up, Remember Order
	• Traditional Tales (See list of titles at end of document.)
		• RL.1.7.pdf: Use illustrations and details in a story to describe its characters, setting, or events.
		  – The Gingerbread Man
		  – The Little Red Hen
		  – The City Mouse and the Country Mouse
		  – The Brothers

INTEGRATION OF KNOWLEDGE AND IDEAS: TEXT ANALYSIS		
CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.	• Describe Characters • Compare Characters • Sum Up, Five W's • Traditional Tales (See list of titles at end of document.)	• RL.1.9.pdf: Compare and contrast the adventures and experiences of characters in stories. – The City Mouse and the Country Mouse
VOCABULARY ACQUISITION AND USE: STRATEGIES		

CC.1.3.1.I
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All 54 Read Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	• RI.1.4.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		  – Animal Bodies
		  – Star Pictures

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
VOCABULARY ACQUISITION AND USE		
CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	• Readables • Traditional Tales (See list of titles at end of document.)	
RANGE OF READING		

CC.1.3.1.K
Read and comprehend literature on grade level, reading independently and proficiently.
	• Readables (See list of titles at end of document.)
	• Reading Tutorial
	• Expression Instruction
	• Fluency Speed
	• Look for a Clue song
	• Rusty and Rosy's Clues
	• Use a Clue
	• Mystery Words
	• Watch Me Read
		• RF.1.4a.pdf: Read on-level text with purpose and understanding.
		  – Level Two Books Chart
		• RF.1.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  – Readable Books Chart
		  – Repeated Readings
		  – Fluency Check Sheets
		• RF.1.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		  – Use-a-clue

1.4 WRITING: STUDENTS WRITE FOR DIFFERENT PURPOSES AND AUDIENCES. STUDENTS WRITE CLEAR AND FOCUSED TEXT TO CONVEY A WELL-DEFINED PERSPECTIVE AND APPROPRIATE CONTENT.		
INFORMATIVE/EXPLANATORY		
CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.		• W.1.2.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. – Topical Writing Activities
INFORMATIVE/EXPLANATORY: FOCUS		
CC.1.4.1.B Identify and write about one specific topic.		• W1.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. – Opinion Writing Activities

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
INFORMATIVE/EXPLANATORY: CONTENT		
CC.1.4.1.C Develop the topic with two or more facts.		• W.1.2.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. – Topical Writing Activities
INFORMATIVE/EXPLANATORY: ORGANIZATION		
CC.1.4.1.D Group information and provide some sense of closure.		• W.1.2.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. – Topical Writing Activities
INFORMATIVE/EXPLANATORY: STYLE		
CC.1.4.1.E Choose words and phrases for effect.	• Readables (See list of titles at end of document.) • Traditional Tales (See list of titles at end of document.)	
INFORMATIVE/EXPLANATORY: CONVENTIONS OF LANGUAGE		
CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	• Songs: Capital Letters Proper Nouns; Capital Letter Days; Capital Letter Places; What is a Sentence?; Sentence Marks; Comma, Comma, Comma • Sentences • Sentence Marks • Edit Capitals • Edit End Punctuation • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Edit Commas	• L.1.1j.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. – Types of Sentences – Skill Builder Song • L.1.2a.pdf: Capitalize the dates and names of people. – Worksheet: Capitalization • L.1.2b.pdf: Use end punctuation for sentences. – What's My Sentence? – A Closer Look – Sentence Strips – Practice Pages: Punctuation – Practice Pages: Sentences • L.1.2c.pdf: Use commas in dates and to separate single words in a series. – Worksheet: Commas
OPINION/ARGUMENTATIVE		
CC.1.4.1.G Write opinion pieces on familiar topics.		• W1.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. – Opinion Writing Activities

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
OPINION/ARGUMENTATIVE: FOCUS		
CC.1.4.1.H Form an opinion by choosing among given topics.		• W1.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. – Opinion Writing Activities
OPINION/ARGUMENTATIVE: CONTENT		
CC.1.4.1.I Support the opinion with reasons related to the opinion.		• W1.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. – Opinion Writing Activities
OPINION/ARGUMENTATIVE: ORGANIZATION		
CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.		• W1.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. – Opinion Writing Activities
OPINION/ARGUMENTATIVE: STYLE		
CC.1.4.1.K Use a variety of words and phrases.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All 54 Read Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. • Readables • Traditional Tales (See list of titles at end of document.)	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
OPINION/ARGUMENTATIVE: CONVENTIONS OF LANGUAGE		
CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	• Songs: Capital Letters Proper Nouns; Capital Letter Days; Capital Letter Places; What is a Sentence?; Sentence Marks; Comma, Comma, Comma • Sentences • Sentence Marks • Edit Capitals • Edit End Punctuation • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Edit Commas	
NARRATIVE		
CC.1.4.1.M Write narratives to develop real or imagined experiences or events.		• W.1.3.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. – Narrative Writing Activities
NARRATIVE: FOCUS		
CC.1.4.1.N Establish who and what the narrative will be about.		• W.1.3.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. – Narrative Writing Activities

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
NARRATIVE: CONTENT		
CC.1.4.1.O Include thoughts and feelings to describe experiences and events.		• W.2.3.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. – I Met a Monster – Turtle's Pond – Bandage Bandit – The Story Cloth – Snake Weaves a Rug – Lorenzo's Llama – The Sweater – Courage to Learn – Why Wind and Water Fight – The Bee's Secret – Macaw's Chorus – How Rivers Began – Pencil Magic – Elephant Upstairs – Reaching Above
NARRATIVE: ORGANIZATION		
CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.		• W.1.3.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. – Narrative Writing Activities
NARRATIVE: STYLE		
CC.1.4.1.Q Use a variety of words and phrases.	• Readables • Traditional Tales (See list of titles at end of document.)	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
NARRATIVE: CONVENTIONS OF LANGUAGE		
CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	• Songs: Capital Letters Proper Nouns; Capital Letter Days; Capital Letter Places; What is a Sentence?; Sentence Marks; Comma, Comma, Comma • Sentences • Sentence Marks • Edit Capitals • Edit End Punctuation • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Edit Commas	
PRODUCTION AND DISTRIBUTION OF WRITING: WRITING PROCESS		
CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.		• W.1.5.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. – The Writing Process (including Proofreading Chart)
TECHNOLOGY AND PUBLICATION		
CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	• Edit Spelling • Edit Punctuation • Edit Capitals	
CONDUCTING RESEARCH		
CC.1.4.1.V Participate in individual or shared research and writing projects.		• W.1.7.pdf: Participate in shared research and writing projects (e .g ., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). – The Writing Process (including Proofreading Chart)

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES		
CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.		• W.1.8.pdf: Participate in shared research and writing projects (e .g ., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). – The Writing Process (including Proofreading Chart)
RANGE OF WRITING		
CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Dictation Sentences	• W.1.1.pdf; W.1.2.pdf; W.1.3.pdf; W.1.5.pdf; W.1.7.pdf; and W.1.8.pdf, all provide opportunities for students to write routinely.
1.5 SPEAKING AND LISTENING: STUDENTS PRESENT APPROPRIATELY IN FORMAL SPEAKING SITUATIONS, LISTEN CRITICALLY, AND RESPOND INTELLIGENTLY AS INDIVIDUALS OR IN GROUP DISCUSSIONS.		
COMPREHENSION AND COLLABORATION: COLLABORATIVE DISCUSSION		
CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.		• SL.1.1a.pdf: Follow agreed-upon rules for discussions. – Discussion Rules Activity
COMPREHENSION AND COLLABORATION: CRITICAL LISTENING		
CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		• SL.1.2.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. – The Three Little Pigs – Anansi and the Seven Yarn Hills – Mr. Lucky Straw
COMPREHENSION AND COLLABORATION: EVALUATING INFORMATION		
CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		• SL.1.3.pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. – Ask and Answer Activity

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
PRESENTATION OF KNOWLEDGE AND IDEAS: PURPOSE, AUDIENCE, AND TASK		
CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		• SL.1.3.pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. – Ask and Answer Activity
PRESENTATION OF KNOWLEDGE AND IDEAS: CONTEXT		
CC.1.5.1.E Produce complete sentences when appropriate to task and situation.		• SL.1.1a.pdf; SL.1.1b.pdf; SL.1.1c.pdf; SL.1.2.pdf; SL.1.3.pdf; SL.1.4.pdf; SL.1.5.pdf
INTEGRATION OF KNOWLEDGE AND IDEAS: MULTIMEDIA		
CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.		• SL.1.5.pdf: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. – Writing and Pictures Activity
CONVENTIONS OF STANDARD ENGLISH		
CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	• Songs: What is a Sentence?; Comma, Comma, Comma • Readables • Traditional Tales (See list of titles at end of document.)	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
GRADE 2		
1.1 FOUNDATIONAL SKILLS: STUDENTS GAIN A WORKING KNOWLEDGE OF CONCEPTS OF PRINT, ALPHABETIC PRINCIPLE, AND OTHER BASIC CONVENTIONS.		
PHONICS AND WORD RECOGNITION		

CC.1.1.2.D
Know and apply grade-level phonics and word analysis skills in decoding words.
• Distinguish long and short vowels when reading regularly spelled one-syllable words.
• Decode two-syllable words with long vowels and words with common prefixes and suffixes.
• Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
• Read grade-appropriate irregularly spelled words.
	• Songs: More Than One; Drop Magic E; Let's Compare; Put It At The End; Put It At The Front; Tricky Y to I; Double the Fun
	• Readable Word Play
	• Guess the Word
	• Mystery Word Pinball
	• Spelling
	• Spelling Game
	• Spelling Exploration
	• All Star Spelling
	• Make and Spell
	• Automatic Word Recognition
	• Change Y to I
	• Comparatives
	• Suffixes
	• Prefixes
	• Spell and Blend
	• Create a Face
	• Readable/Record/Listen books
	• Read Along books (See lists of titles at end of document)
		• RF.2.3a.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.
		  – Lesson 1: /ā/
		  – Lesson 2: /ō/
		  – Lesson 3: / ī /
		  – Lesson 3: /ū/
		  – Readable Check Sheets
		• RF.2.3c.pdf: Decode regularly spelled two-syllable words with long vowels.
		  – Fluency Check Sheets
		• RF.2.3d.pdf: Decode words with common prefixes and suffixes.
		  – Lesson 30: Prefixes and Suffixes
		  – Invent a Word: Prefixes
		  – Build a Word: Prefixes
		  – Past Tense Verb Worksheets
		  – Prefixes Worksheets
		  – Suffixes Worksheets
		• RF.2.3f.pdf: Recognize and read appropriate irregularly spelled words.
		  – Lesson 1: /ī/
		  – Lesson 2: /ō/
		  – Lesson 3: /f/
		  – Lesson 4: Irregular Plurals

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
FLUENCY		
CC.1.1.2.E Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Fluency Comprehension and Speed Books • Readable Record and Listen Books • Read Along Books (See lists of titles at end of document) • Expression	• RF.2.4a.pdf: Read on-level text with purpose and understanding. – 30 Fluency Comprehension and Speed Titles (See list at end of document.) – Moose Are not Meese – Fluency Check Sheets • RF.2.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. – Fluency Check Sheets • RF.2.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Fluency Check Sheets
1.2 READING INFORMATIONAL TEXT: STUDENTS READ, UNDERSTAND, AND RESPOND TO INFORMATIONAL TEXT—WITH AN EMPHASIS ON COMPREHENSION, VOCABULARY ACQUISITION, AND MAKING CONNECTIONS AMONG IDEAS AND BETWEEN TEXT WITH A FOCUS ON TEXTUAL EVIDENCE.		
KEY IDEAS AND DETAILS: MAIN IDEA		
CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.	• Map the Story	
KEY IDEAS AND DETAILS: TEXT ANALYSIS		
CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Compare Characters: The Talking Lizard Winter Snoozers • Build Knowledge: The Pizza Book; The Piñata Book; Discovering Dinosaurs • Map the Story: The Courage to Learn; The Bee's Secret; Reaching Above	• RI.2.1.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. – Vocabulary Match: Islands and Volcanoes – Vocabulary Match: Tornadoes

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
KEY IDEAS AND DETAILS: TEXT ANALYSIS *continued*		

CC.1.2.2.C
Describe the connection between a series of events, concepts, or steps in a procedure within a text.
	• Build Knowledge: The Pizza Book; The Piñata Book	• RI.2.3.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
		  – Louis Braille
		  – Reaching Above
		  – The Courage to Learn
		  – Discovering Dinosaurs

CRAFT AND STRUCTURE: TEXT STRUCTURE		
CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.		• RI.2.5.pdf: Know and use various text features to locate key facts or information in a text efficiently. – How to Grow a Garden
CRAFT AND STRUCTURE: VOCABULARY		
CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. 50 Read Along books and 26 Readable books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. • Vocabulary Word Tutorial • Readable book Tutorial • Reading Detective (Build Vocabulary) song • Homophone Monkey • Homophone	
INTEGRATION OF KNOWLEDGE AND IDEAS: DIVERSE MEDIA		
CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.	• Sound book	• RI.2.7.pdf: Explain how specific images contribute to and clarify a text. – How to Grow a Garden
INTEGRATION OF KNOWLEDGE AND IDEAS: EVALUATING ARGUMENTS		
CC.1.2.2.H Describe how reasons support specific points the author makes in a text.		• RI.2.8.pdf: Describe how reasons support specific points the author makes in a text. – How to Grow a Garden

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
INTEGRATION OF KNOWLEDGE AND IDEAS: ANALYSIS ACROSS TEXTS		
CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.		• RI.2.9.pdf: Describe how reasons support specific points the author makes in a text. – Venn Diagram Activity: Penguins and Falcons
VOCABULARY ACQUISITION AND USE		
CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	• Build Vocabulary • Antonyms • Homophones • 30 Fluency Comprehension Books • 30 Readable/Record/Listen Books • 54 Read Along Books • 14 Informational Books (See lists of titles at end of document)	
CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. 50 Read Along books and 26 Readable books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. • Vocabulary Word Tutorial • Readable book Tutorial • Reading Detective (Build Vocabulary) song • Homophone Monkey • Homophone	
RANGE OF READING		
CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	• Informational Books: The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
1.3 READING LITERATURE: STUDENTS READ AND RESPOND TO WORKS OF LITERATURE—WITH EMPHASIS ON COMPREHENSION, VOCABULARY ACQUISITION, AND MAKING CONNECTIONS AMONG IDEAS AND BETWEEN TEXTS WITH FOCUS ON TEXTUAL EVIDENCE.		
KEY IDEAS AND DETAILS: THEME		

CC.1.3.2.A
Recount stories and determine their central message, lesson, or moral.
	• Why Wind and Water Fight
	• How Rivers Began
	• The Story of Tong and Mai Nhia
	• The Snow Lion
		• RL.2.2.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
		  – Why Wind and Water Fight
		  – The Snow Lion
		  – How Rivers Began
		  – The Story of Tong and Mai Nhia

KEY IDEAS AND DETAILS: TEXT ANALYSIS		

CC.1.3.2.B
Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	• Compare Characters
	• Map the Story
	• Sum Up, Remember Order
		RL.2.1.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		  – 30 Fluency Comprehension and Speed Titles (See list at end of document.)
		  – Bandage Bandit
		  – Bad News Shoes
		  – Rocks in My Socks
		  – I Met a Monster
		  – The Snow Lion
		  – The Story Cloth
		  – Snake Weaves a Rug
		  – Lorenzo's Llama
		  – The Sweater
		  – Turtle's Pond
		  – Noise? What Noise?
		  – The Story of Tong and Mai Nhia
		  – Why Wind and Water Fight
		  – What if You Were an Octopus?
		  – Little Tree
		  – The Talking Lizard
		  – All on the Same Earth
		  – The Weather on Blackberry Lane
		  – The Bee's Secret
		  – Pencil Magic
		  – How Rivers Began
		  – Elephant Upstairs

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
KEY IDEAS AND DETAILS: LITERARY ELEMENTS		

CC.1.3.2.C
Describe how characters in a story respond to major events and challenges.
	• Reading Detective song
	• Compare Characters
		• RL.2.3.pdf: Describe how characters in a story respond to major events and challenges.
		  – What if You Were an Octopus?
		  – Why Wind and Water Fight

CRAFT AND STRUCTURE: POINT OF VIEW		
CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• Compare Characters • Books: Three Billy Goats Gruff; The Story of Tong and Mia Nhia; Why Wind and Water Fight; the Crowded House; Bad News Shoes; I Hate Peas; Turtle's Pond; The Mighty Sparrow	
CRAFT AND STRUCTURE: TEXT STRUCTURE		
CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• Sum Up, Remember Order • Reading Detective	
CRAFT AND STRUCTURE: VOCABULARY		

CC.1.3.2.F
Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
		• RL.2.4.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.
		  – Poetry Book 1
		  – Poetry Book 2
		  – Bad News Shoes
		  – Movin' to the Music Time
		  – Winter Snoozers

INTEGRATION OF KNOWLEDGE AND IDEAS: SOURCES OF INFORMATION		
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	• Compare Characters • Map the Story • Sum Up, Remember Order	• RL.2.7.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. – 30 Fluency Comprehension and Speed Titles (See list at end of document.)

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
INTEGRATION OF KNOWLEDGE AND IDEAS: TEXT ANALYSIS		
CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.		• RL.2.9.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. – Story Variations Activity
VOCABULARY ACQUISITION AND USE: STRATEGIES		
CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. 50 Read Along books and 26 Readable books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. • Vocabulary Word Tutorial • Readable book Tutorial • Reading Detective (Build Vocabulary) song • Homophone Monkey • Homophone	
VOCABULARY ACQUISITION AND USE		
CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	• Build Vocabulary • Antonyms • Homophones • 30 Fluency Comprehension Books • 30 Readable/Record/Listen Books • 54 Read Along Books • 14 Informational Books (See lists of titles at end of document)	
RANGE OF READING		
CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.	• Build Vocabulary • 30 Fluency Comprehension Books • 30 Readable/Record/Listen Books • 54 Read Along Books (See lists of titles at end of document)	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
1.4 WRITING: STUDENTS WRITE FOR DIFFERENT PURPOSES AND AUDIENCES. STUDENTS WRITE CLEAR AND FOCUSED TEXT TO CONVEY A WELL-DEFINED PERSPECTIVE AND APPROPRIATE CONTENT.		
INFORMATIVE/EXPLANATORY		
CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		• W.2.2.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. – Noise? What Noise? – The Pizza Books – Little Tree
INFORMATIVE/EXPLANATORY: FOCUS		
CC.1.4.2.B Identify and introduce the topic.		• W.2.2.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. – Noise? What Noise? – The Pizza Books – Little Tree
INFORMATIVE/EXPLANATORY: CONTENT		
CC.1.4.2.C Develop the topic with facts and/or definitions		• W.2.2.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. – Noise? What Noise? – The Pizza Books – Little Tree
INFORMATIVE/EXPLANATORY: ORGANIZATION		
CC.1.4.2.D Group information and provide a concluding statement or section.		• W.2.2.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. – Noise? What Noise? – The Pizza Books – Little Tree

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
INFORMATIVE/EXPLANATORY: STYLE		

CC.1.4.2.E
Choose words and phrases for effect.
		• RL.2.4.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.
		  – Poetry Book 1
		  – Poetry Book 2
		  – Bad News Shoes
		  – Movin' to the Music Time
		  – Winter Snoozers

INFORMATIVE/EXPLANATORY: CONVENTIONS OF LANGUAGE		

CC.1.4.2.F
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
• Capitalize proper nouns.
• Use commas and apostrophes appropriately.
• Spell words drawing on common spelling patterns.
• Consult reference material as needed.
	• Songs: Capital Letters (Titles); Capital Letters (Days); Capital Letters (Places); Capital Letters (Proper Nouns); Comma, Comma, Comma; Apostrophe Pig; Contraction
	• Books: Today I Write a Letter; Andrew's News
	• Capitals
	• Commas
	• Punctuation
	• All Star Spelling
	• Spell and Blend
	• Spelling
	• Make and Spell
	• Editing
	• Word Recognition
		• L.2.2a.pdf: Capitalize holidays, product names, and geographic names.
		  – Capitalization Worksheet
		• L.2.2c.pdf: Use an apostrophe to form contractions and frequently occurring possessives.
		  – Contractions Worksheets
		  – Possessive Nouns Worksheets
		• L.2.2d.pdf: Generalize learned spelling patterns when writing words.
		  – Lesson 1-24
		• L.2.2e.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
		  – Vocabulary Dictionary

OPINION/ARGUMENTATIVE		

CC.1.4.2.G
Write opinion pieces on familiar topics or texts.
		• W.2.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
		  – Bad News Shoes
		  – The Piñata Book
		  – Winter Snoozers

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
OPINION/ARGUMENTATIVE: FOCUS		
CC.1.4.2.H Identify the topic and state an opinion.		• W.2.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. – Bad News Shoes – The Piñata Book – Winter Snoozers
OPINION/ARGUMENTATIVE: CONTENT		
CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.		• 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.
OPINION/ARGUMENTATIVE: ORGANIZATION		
CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.		• W.2.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. – Bad News Shoes – The Piñata Book – Winter Snoozers
OPINION/ARGUMENTATIVE: STYLE		
CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	• Build Vocabulary • Antonyms • Homophones • 30 Fluency Comprehension Books • 30 Readable/Record/Listen Books • 54 Read Along Books (See lists of titles at end of document)	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
OPINION/ARGUMENTATIVE: CONVENTIONS OF LANGUAGE		

CC.1.4.2.L
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
• Capitalize proper nouns.
• Use commas and apostrophes appropriately.
• Spell words drawing on common spelling patterns.
• Consult reference material as needed.
	• Songs: Capital Letters (Titles); Capital Letters (Days); Capital Letters (Places); Capital Letters (Proper Nouns); Comma, Comma, Comma; Apostrophe Pig; Contraction
	• Books: Today I Write a Letter; Andrew's News
	• Capitals
	• Commas
	• Punctuation
	• All Star Spelling
	• Spell and Blend
	• Spelling
	• Make and Spell
	• Editing
	• Word Recognition
		• L.2.2a.pdf: Capitalize holidays, product names, and geographic names.
		  – Capitalization Worksheet
		• L.2.2c.pdf: Use an apostrophe to form contractions and frequently occurring possessives.
		  – Contractions Worksheets
		  – Possessive Nouns Worksheets
		• L.2.2d.pdf: Generalize learned spelling patterns when writing words.
		  – Lesson 1-24
		• L.2.2e.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
		  – Vocabulary Dictionary

NARRATIVE		

CC.1.4.2.M
Write narratives to develop real or imagined experiences or events.
		• W.2.3.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.
		  – I Met a Monster
		  – Turtle's Pond
		  – Bandage Bandit
		  – The Story Cloth
		  – Snake Weaves a Rug
		  – Lorenzo's Llama
		  – The Sweater
		  – The Courage to Learn
		  – Why Wind and Water Fight
		  – The Bee's Secret
		  – Macaw's Chorus
		  – How Rivers Began
		  – Pencil Magic
		  – Elephant Upstairs
		  – Reaching Above

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
NARRATIVE: FOCUS		
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.	• Compare Characters • Reading Detective	
NARRATIVE: CONTENT		

CC.1.4.2.O
Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
		• W.2.3.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.
		  – I Met a Monster
		  – Turtle's Pond
		  – Bandage Bandit
		  – The Story Cloth
		  – Snake Weaves a Rug
		  – Lorenzo's Llama
		  – The Sweater
		  – The Courage to Learn
		  – Why Wind and Water Fight
		  – The Bee's Secret
		  – Macaw's Chorus
		  – How Rivers Began
		  – Pencil Magic
		  – Elephant Upstairs
		  – Reaching Above

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
NARRATIVE: ORGANIZATION		
CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.		• W.2.3.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. – I Met a Monster – Turtle's Pond – Bandage Bandit – The Story Cloth – Snake Weaves a Rug – Lorenzo's Llama – The Sweater – The Courage to Learn – Why Wind and Water Fight – The Bee's Secret – Macaw's Chorus – How Rivers Began – Pencil Magic – Elephant Upstairs – Reaching Above
NARRATIVE: STYLE		
CC.1.4.2.Q Choose words and phrases for effect	• Build Vocabulary • Antonyms • Homophones • 30 Fluency Comprehension Books • 30 Readable/Record/Listen Books • 54 Read Along Books (See lists of titles at end of document)	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
NARRATIVE: CONVENTIONS OF LANGUAGE		

CC.1.4.2.R
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
• Capitalize proper nouns.
• Use commas and apostrophes appropriately.
• Spell words drawing on common spelling patterns.
• Consult reference material as needed.
	• Songs: Capital Letters (Titles); Capital Letters (Days); Capital Letters (Places); Capital Letters (Proper Nouns); Comma, Comma, Comma; Apostrophe Pig; Contraction
	• Books: Today I Write a Letter; Andrew's News
	• Capitals
	• Commas
	• Punctuation
	• All Star Spelling
	• Spell and Blend
	• Spelling
	• Make and Spell
	• Editing
	• Word Recognition
		• L.2.2a.pdf: Capitalize holidays, product names, and geographic names.
		  – Capitalization Worksheet
		• L.2.2c.pdf: Use an apostrophe to form contractions and frequently occurring possessives.
		  – Contractions Worksheets
		  – Possessive Nouns Worksheets
		• L.2.2d.pdf: Generalize learned spelling patterns when writing words.
		  – Lesson 1-24
		• L.2.2e.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
		  – Vocabulary Dictionary

PRODUCTION AND DISTRIBUTION OF WRITING: WRITING PROCESS		
CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	• Writing • Prewriting • Edit Spelling • Edit Punctuation • Edit Capitals • Revise: Start Sentences Differently; Delete Extra Words; Add Details; Use Interesting Words; Stick to the Topic • First Draft	
TECHNOLOGY AND PUBLICATION		
CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	• Writing • Prewriting • Edit Spelling • Edit Punctuation • Edit Capitals • Revise: Start Sentences Differently; Delete Extra Words; Add Details; Use Interesting Words; Stick to the Topic • First Draft	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
CONDUCTING RESEARCH		

CC.1.4.2.V
Participate in individual or shared research and writing projects.
		• W.2.7.pdf: Participate in shared research and writing projects.
		  – Noise? What Noise?
		  – Discovering Dinosaurs
		  – The Story Cloth
		  – Little Tree

CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES		

CC.1.4.2.W
Recall information from experiences or gather information from provided sources to answer a question.
		• W.2.8.pdf: Recall information from experiences or gather information from provided sources to answer a question.
		  – All on the Same Earth
		  – The Bee's Secret

RANGE OF WRITING		
CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Dictation Sentences	• W.2.1.pdf; W.2.2.pdf; W.2.3.pdf; W.2.7.pdf; and W.2.8.pdf, all provide opportunities for students to write routinely.
1.5 SPEAKING AND LISTENING: STUDENTS PRESENT APPROPRIATELY IN FORMAL SPEAKING SITUATIONS, LISTEN CRITICALLY, AND RESPOND INTELLIGENTLY AS INDIVIDUALS OR IN GROUP DISCUSSIONS.		
COMPREHENSION AND COLLABORATION: COLLABORATIVE DISCUSSION		
CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.		• SL.2.1a.pdf: Follow agreed-upon rules for discussions. – Ball Toss Activity

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
COMPREHENSION AND COLLABORATION: CRITICAL LISTENING		

CC.1.5.2.B
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		• SL.2.2.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		  – 30 Fluency Comprehension and Speed Titles (See list at end of document.)
		  – Turtle's Pond
		  – Noise? What Noise?
		  – The Story of Tong and Mai Nhia
		  – Why Wind and Water Fight
		  – What if You Were an Octopus?
		  – Little Tree
		  – The Talking Lizard
		  – All on the Same Earth
		  – The Weather on Blackberry Lane
		  – The Bee's Secret
		  – Pencil Magic
		  – How Rivers Began
		  – Elephant Upstairs

COMPREHENSION AND COLLABORATION: EVALUATING INFORMATION		
CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		• SL.2.3.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. – Ball Toss Activity
PRESENTATION OF KNOWLEDGE AND IDEAS: PURPOSE, AUDIENCE, AND TASK		
CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		• SL.2.4.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. – Tell a Story Activity

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
PRESENTATION OF KNOWLEDGE AND IDEAS: CONTEXT		
CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		• SL.2.1.pdf; SL.2.2.pdf; SL.2.3.pdf; SL.2.4.pdf; SL.2.5.pdf
INTEGRATION OF KNOWLEDGE AND IDEAS: MULTIMEDIA		
CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.		• SL.2.5.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. – Visual Aids and Recording Activity
CONVENTIONS OF STANDARD ENGLISH		
CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.		• RL.2.4.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. – Poetry Book 1 – Poetry Book 2 – Bad News Shoes – Movin' to the Music Time – Winter Snoozers"

READING LEVEL ONE

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

Informational Books
Opposites, Pairs, Watch the Woolly Worm

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

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

READING LEVEL TWO

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

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

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

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

WATERFORD *Books and Related Activities*

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?