

CURRICULUM *Correlation*

*Waterford
Reading &
Classroom
Advantage*

99%

*South Carolina
College- and
Career-Ready
ELA Standards*

TABLE OF CONTENTS



OVERVIEW	1
KINDERGARTEN	2
Inquiry-Based Literacy Standards (I)	2
Reading—Literacy Text (RL)	3
Reading—Informational Text (RI)	12
Writing (W)	20
Communication (C)	23
GRADE ONE	26
Inquiry-Based Literacy Standards (I)	26
Reading—Literacy Text (RL)	28
Reading—Informational Text (RI)	36
Writing (W)	43
Communication (C)	47
GRADE TWO	49
Inquiry-Based Literacy Standards (I)	49
Reading—Literacy Text (RL)	51
Reading—Informational Text (RI)	58
Writing (W)	64
Communication (C)	70
DISCIPLINARY LITERACY—ALL GRADE LEVELS	72
WATERFORD BOOKS AND RELATED ACTIVITIES	73

OVERVIEW



This document provides a detailed correlation of WATERFORD READING AND CLASSROOM ADVANTAGE to SOUTH CAROLINA COLLEGE- AND CAREER-READY ELA STANDARDS.

WATERFORD CURRICULUM DETAILS

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

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

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

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



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

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

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

EVIDENCE-BASED CURRICULUM

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

STUDENT-CENTERED LEARNING

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

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

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

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

COLLABORATIVE LEARNING

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

CORRELATION DESCRIPTION

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

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

CONTINUAL DEVELOPMENT

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



SUPPORT

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



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
KINDERGARTEN		
INQUIRY-BASED LITERACY STANDARDS (I)		
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.		
<p>1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.</p>	<p>As students interact daily with Waterford courseware they become independent, life-long readers and learners. Students engage in play and exploration of topics and lessons on their own as the computer guides them to find solutions and appropriate answers. As students progress through the courseware, the activities become more open-ended and, at times, students are given the opportunity to make choices on activities that are most appealing to them.</p>	<p>Waterford activities are designed to foster curiosity and to build a love for learning within each student. Teachers can easily access Classroom Advantage playlists that include games, activities, books, and short videos that introduce, teach and practice a wide-range of topics and skills.</p>
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.		
<p>2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p>	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Connect to Me • Build Knowledge • Peek at the Story • Step Into the Story 	<p>Waterford activities (both online and offline) provide many opportunities for students to explore a variety of texts. Teachers can use these texts for classroom activities that engage learners and provide many options for creative classroom lessons.</p>
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.		
<p>3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</p>	<p>As a complete curriculum, Waterford Early Learning includes instruction in reading, math, and science. During the science curriculum, students are guided through the scientific process of asking a question, making a hypothesis, gathering data, drawing a conclusion, and then reflecting on the hypothesis. Students follow this process on a wide variety of questions about the world around them.</p>	<ul style="list-style-type: none"> • W.K.7.pdf: Participate in shared research and writing projects. • 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.
<p>3.2 With guidance and support, select information, revise ideas, and record and communicate findings.</p>		<ul style="list-style-type: none"> • W.K.7.pdf: Participate in shared research and writing projects.



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Standard 4: Synthesize information to share learning and/or take action.		
4.1 With guidance and support, discover relationships and patterns during the inquiry process.		<ul style="list-style-type: none"> W.K.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
4.2 With guidance and support, communicate findings.	<ul style="list-style-type: none"> Recall details Find an Answer 	<ul style="list-style-type: none"> W.K.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
4.3 With guidance and support, reflect on findings.		<ul style="list-style-type: none"> W.K.7.pdf: Participate in shared research and writing projects.
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.		
5.1 With guidance and support, recognize the value of individual and collective thinking.		<ul style="list-style-type: none"> W.K.7.pdf: Participate in shared research and writing projects.
5.2 With guidance and support monitor and assess learning to guide inquiry.	Waterford supports children toward becoming independent, self-guided learners. Through immediate feedback and ongoing guidance, children gain a sense of their own progress and need for improvement.	
READING—LITERACY TEXT (RL)		
Principles of Reading (P)		
Standard 1: Demonstrate understanding of the organization and basic features of print.		
1.1 Follow words from left-to-right, top-to-bottom, and front-to-back.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> Print Directionality Print Concept Read With Me Books Sing a Rhyme Songs/Books Informational Books Decodable Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> RF.K.1a.pdf: Follow words from left-to-right, top-to-bottom, and page-by-page. <ul style="list-style-type: none"> Print Directionality



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 1: Demonstrate understanding of the organization and basic features of print continued.</i>		
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> • Picture Story • Look, Listen and Match • Letters Make Words 	<ul style="list-style-type: none"> • RF.K.1b.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2
1.3 Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	<ul style="list-style-type: none"> • RF.K.1c.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Make a Scene • Find the Letter • What's Your Name? • Name That Letter 	<ul style="list-style-type: none"> • RF.K.1d.pdf: Recognize and name all upper and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1 Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words Song • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • RF.K.2a.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - Down by the Bay - Rhyme Match - Rhyming Bingo - Sound Sense Cards
2.2 Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables • Blending • Blending Dragon • Blending Riddles • Blend Onset/Rime 	<ul style="list-style-type: none"> • RF.K.2b.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds continued.</i>		
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending Riddle • Blending • Phoneme Segmentation • Find the Picture • Blend Every Sound • Blending Dragon • Blend Individual Phonemes 	<ul style="list-style-type: none"> • RF.K.2c.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	<ul style="list-style-type: none"> • Initial Sound • Stick 'n' Spell • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? 	<ul style="list-style-type: none"> • RF.K.2d.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound 	
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Produce one-to-one letter-sound correspondences for each consonant.	<ul style="list-style-type: none"> • Letter Sound Songs • Where is the Sound? • Choose a Sound • Sound Room • Letter Sound • Name that Letter Sound • Letter Sound Screening 	
3.2 Associate long and short sounds of the five major vowels with their common spellings.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound /a//e//i//o//u/ • Choose a Sound • Name That Letter Sound • Sound Room • Letter Sound Screening 	<ul style="list-style-type: none"> • RF.K.3b.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words continued.</i>		
<p>3.3 Read regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See lists of titles at end of document) • Power Words 	<ul style="list-style-type: none"> • RF.1.3b.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable books 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
<p>3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> • Circus Clown Climbers • Barnyard Bash • Change One Sound • Blend Decodable Words • One, Two, Three Sounds • Choose a Sound • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Where is the Sound? 	
<p>3.5 Read common high-frequency words.</p>	<ul style="list-style-type: none"> • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words 	
<p>3.6 Recognize grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words 	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
<p>4.1 Read emergent-reader texts with purpose and understanding.</p>	<p>Waterford software activities provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently and requires them to turn pages allowing them to practice and enjoy appropriate reading behaviors.</p> <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • RF.K.4.pdf: Read emergent-reader texts with purpose and understanding <ul style="list-style-type: none"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
<p>4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.</p>	<p>Waterford online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.</p> <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books <p>(See lists of titles at end of document)</p>	<ul style="list-style-type: none"> • RF.K.4.pdf: Read emergent-reader texts with purpose and understanding <ul style="list-style-type: none"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
<p>4.3 Use picture cues to confirm or self-correct word recognition and understanding.</p>	<ul style="list-style-type: none"> • Picture Clues • Words Tell About Pictures 	<ul style="list-style-type: none"> • RL.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies such as Peek at the Story and Use Clues to Guess



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
MEANING AND CONTEXT (MC)		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five W's • Look at Details 	<ul style="list-style-type: none"> • RL.K.1.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About Pictures • Build Knowledge • Connect to Me • Peek at the Story • Step Into the Story 	<ul style="list-style-type: none"> • RL.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies such as Peek at the Story and Use Clues to Guess
<i>Standard 6: Summarize key details and ideas to support analysis of thematic development.</i>		
6.1 Describe the relationship between illustrations and the text.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About Pictures • Picture Story • Peek at the Story 	<ul style="list-style-type: none"> • RL.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies such as Peek at the Story and Use Clues to Guess
<i>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? • First, Next, and Last • Look at Details • Picture Clues • Describe Characters 	<ul style="list-style-type: none"> • RL.K.2.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
7.2 Read or listen closely to compare familiar texts.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</i>		
<p>8.1 With guidance and support, read or listen closely to:</p> <ul style="list-style-type: none"> a. describe characters and their actions; b. compare characters' experiences to those of the reader; c. describe setting; d. identify the problem and solution; e. identify the cause of an event. 	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Connect to Me • Sum Up, Five W's • Look at Details 	<ul style="list-style-type: none"> • RL.K.3.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build comprehension.
LANGUAGE, CRAFT, AND STRUCTURE (LCS)		
<i>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
<p>9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.</p>	<p>Waterford Early Learning online books offer numerous examples of a variety of literary devices. Through Classroom Advantage, teachers have access to this rich library providing many opportunities for classroom discussion.</p>	
<p>9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>	<p>Through Classroom Advantage, teachers have access to Waterford Early Learning online books. Displayed on an interactive whiteboard, this rich library provides many examples and opportunities for classroom discussion.</p>	
<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
<p>10.1 With guidance and support, ask and answer questions about known and unknown words.</p>	<p>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.</p>	
<p>10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.</p>		<ul style="list-style-type: none"> • L.K.4a.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary continued.</i>		
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.		<ul style="list-style-type: none"> L.K.4b.pdf Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <ul style="list-style-type: none"> Affixes and Inflections”
10.4 With guidance and support, identify the individual words used to form a compound word.	<ul style="list-style-type: none"> Take Away Syllables 	
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.		<ul style="list-style-type: none"> L.K.5d.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> Shades-of-Meaning Charades
10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	Waterford Reading and Classroom Advantage both provide many activities for students to explore word relationships and meanings. Activities provide opportunities for students to read and be read to and to use words and phrases acquired through conversation.	
<i>Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</i>		
11.1 Identify the author and illustrator and define the role of each.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> RL.K.6.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <ul style="list-style-type: none"> 2 stories with comprehension strategies
11.2 Identify who is telling the story, the narrator or characters.		<ul style="list-style-type: none"> RL.1.6 pdf: Identify who is telling the story at various points in a text.
<i>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</i>		
12.1 Recognize and sort types of literary texts.		<ul style="list-style-type: none"> RL.K.5.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> 5 stories with comprehension strategies
12.2 Recognize the crafted text structure of recurring phrases.	Waterford Early Learning online books offer numerous examples of a variety of literary devices. Through Classroom Advantage, teachers have access to this rich library providing many opportunities for classroom discussion.	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
RANGE AND COMPLEXITY (RC)		
<i>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
13.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See lists of titles at end of document)	<ul style="list-style-type: none"> • RL.K.10.pdf: Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> - All activities, RL.K.1 through RL.K.9, provide opportunities for engagement in group reading.
13.2 Read independently for sustained periods of time to build stamina.	Waterford Reading is based on the principle that young learners can read independently from a very young age with the appropriate support. The scaffolded design and appropriate scope and sequence within Waterford Reading allow students to work independently daily. This independence provides students with the opportunity to build their stamina and to enjoy reading on their own. <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Students interact with Waterford Reading on a daily basis listening and answering questions, following directions and interacting with the courseware for a variety of tasks. Students are encouraged to become independent thinkers. The program provides immediate feedback and support as needed. Some of the activities where students interact with the program related to reading comprehension include <ul style="list-style-type: none"> • Sum Up, Remember Order • Compare Characters • Sum Up, 5 W's • Find an Answer 	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
READING—INFORMATIONAL TEXT (RL)		
PRINCIPLES OF READING (P)		
<i>Standard 1: Demonstrate understanding of the organization and basic features of print.</i>		
1.1 Follow words from left-to-right, top-to-bottom, and front-to-back.	All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> • Print Directionality • Print Concepts 	<ul style="list-style-type: none"> • RF.K.1a.pdf: Follow words from left-to-right, top-to-bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> • Picture Story • Look, Listen and Match • Letters Make Words 	<ul style="list-style-type: none"> • RF.K.1b.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2
1.3 Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	<ul style="list-style-type: none"> • RF.K.1c.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Make a Scene • Find the Letter • What's Your Name? • Name That Letter 	<ul style="list-style-type: none"> • RF.K.1d.pdf: Recognize and name all upper and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds continued.</i>		
2.1 Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words Song 1 and 2 • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • RF.K.2a.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - Down by the Bay - Rhyme Match - Rhyming Bingo - Sound Sense Cards
2.2 Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables • Blend • Blending Dragon • Blending Riddles • Blend Onset/Rime 	<ul style="list-style-type: none"> • RF.K.2b.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending Riddle • Blending • Phoneme Segmentation • Find the Picture • Blend Every Sound • Blending Dragon • Blend Individual Phonemes 	<ul style="list-style-type: none"> • RF.K.2c.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	<ul style="list-style-type: none"> • Initial Sound • Stick 'n' Spell • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? 	<ul style="list-style-type: none"> • RF.K.2d.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound 	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Produce one-to-one letter-sound correspondences for each consonant.	<ul style="list-style-type: none"> • Letter Sound Songs • Choose a Sound • Sound Room • Letter Sound • Name that Letter Sound • Letter Sound Screening • Where is the Sound? 	
3.2 Associate long and short sounds of the five major vowels with their common spellings.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound /a//e//i//o//u/ • Choose a Sound • Name That Letter Sound • Sound Room • Letter Sound Screening 	<ul style="list-style-type: none"> • RF.K.3b.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
3.3 Read regularly spelled one-syllable words.	<ul style="list-style-type: none"> • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words 	<ul style="list-style-type: none"> • RF.1.3b.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable books and letter patterns - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards - Unit Worksheets
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> • Circus Clown Climbers • Barnyard Bash • Change One Sound • Blend Decodable Words • One, Two, Three Sounds • Choose a Sound • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Where is the Sound? 	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.5 Read common high-frequency words.	<ul style="list-style-type: none"> • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words 	<ul style="list-style-type: none"> • RF.K.4.pdf: Read emergent-reader texts with purpose and understanding. <ul style="list-style-type: none"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
3.6 Recognize grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words 	<ul style="list-style-type: none"> • RF.K.4.pdf: Read emergent-reader texts with purpose and understanding <ul style="list-style-type: none"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read emergent-reader texts with purpose and understanding.	<p>Waterford software activities provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently and requires them to turn pages allowing them to practice and enjoy appropriate reading behaviors.</p> <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • RF.K.4.pdf: Read emergent-reader texts with purpose and understanding <ul style="list-style-type: none"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.	<p>Waterford online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.</p> <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • RF.K.4.pdf: Read emergent-reader texts with purpose and understanding <ul style="list-style-type: none"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures 	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
MEANING AND CONTEXT (MC)		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five W's • Look at Details 	<ul style="list-style-type: none"> • RI.K.1.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Seeing Fingers - What is a Cloud? - Legs
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About Pictures • Build Knowledge • Peek at the Story • Step Into the Story 	<ul style="list-style-type: none"> • RI.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - Opposites - Watch the Woolly Worm - A Story in the Snow
<i>Standard 6: Summarize key details and ideas to support analysis of central ideas.</i>		
6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Compare Characters • Look at Details 	<ul style="list-style-type: none"> • RI.K.2.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - Seeing Fingers - What is a Cloud? - Legs
<i>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.		<ul style="list-style-type: none"> • W.K.7.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> - Think and Write Activity - I Go... - At Camp - Together - Opposites



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
LANGUAGE, CRAFT, AND STRUCTURE (LCS)		
<i>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About Pictures 	<ul style="list-style-type: none"> • RI.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - Opposites - Watch the Woolly Worm - A Story in the Snow
8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to understanding organization and basic features of print.	
<i>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
9.1 With guidance and support, ask and answer questions about known and unknown words.	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.	
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.		<ul style="list-style-type: none"> • L.K.4a.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.		<ul style="list-style-type: none"> • L.K.4b.pdf Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <ul style="list-style-type: none"> - Affixes and Inflections
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	Waterford Reading and Classroom Advantage both provide many activities for students to explore word relationships and meanings.	<ul style="list-style-type: none"> • L.K.5d.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> - Shades-of-Meaning Charades



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary continued.</i>		
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	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.	
<i>Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.</i>		
10.1 Identify the author and illustrator and define the role of each.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> • RI.K.6.pdf: With prompting and support, name the author and illustrator of a story and define the role of each presenting the ideas or information in a text. <ul style="list-style-type: none"> - Fawn Eyes - What is a Cloud? - A Story in the Snow
<i>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</i>		
11.1 With guidance and support, explore informational text structures within texts heard or read.		<ul style="list-style-type: none"> • RI.K.6.pdf: With prompting and support, name the author and illustrator of a story and define the role of each presenting the ideas or information in a text. <ul style="list-style-type: none"> - Fawn Eyes - What is a Cloud? - A Story in the Snow • RI.K.7.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - Opposites - Watch the Woolly Worm A Story in the Snow
11.2 With guidance and support, identify the reasons an author gives to support a position.		<ul style="list-style-type: none"> • RI.K.8.pdf: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
RANGE AND COMPLEXITY (RC)		
<i>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
12.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • RI.K.10.pdf: Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> - All activities for RI.K.1- RI.K.9 provide opportunities for engagement in group reading.
12.2 Read independently for sustained periods of time.	<p>Waterford Reading is based on the principle that young learners can read independently from a very young age with the appropriate support. The scaffolded design and appropriate scope and sequence within Waterford Reading allow students to work independently daily. This independence provides students with the opportunity to enjoy reading on their own.</p> <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>Students interact with Waterford Reading on a daily basis listening and answering questions, following directions and interacting with the courseware for a variety of tasks. Students are encouraged to become independent thinkers. The program provides immediate feedback and support as needed. Some of the activities where students interact with the program related to reading comprehension include</p> <ul style="list-style-type: none"> • Sum Up, Remember Order • Compare Characters • Sum Up, 5 W's • Find an Answer 	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
WRITING (W)		
MEANING, CONTEXT, AND CRAFT (MCC)		
<i>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</i>		
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.		<ul style="list-style-type: none"> W.K.1.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <ul style="list-style-type: none"> Write With Me
1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		<ul style="list-style-type: none"> W.K.5.pdf: With guidance and support from adults, respond to questions and suggestions from peer and add details to strengthen writing as needed. <ul style="list-style-type: none"> Family Vacation Creative Writing
<i>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>		
2.1 Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts that name and supply information about the topic.		<ul style="list-style-type: none"> W.K.2.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> Fawn Eyes A Story in the Snow
2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		<ul style="list-style-type: none"> W.K.5.pdf: With guidance and support from adults, respond to questions and suggestions from peer and add details to strengthen writing as needed. <ul style="list-style-type: none"> Family Vacation Creative Writing
<i>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</i>		
3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.		<ul style="list-style-type: none"> W.K.3.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> The Germs Lumpy Mush



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences continued.</i>		
3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		<ul style="list-style-type: none"> • W.K.8.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites
LANGUAGE (L)		
<i>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</i>		
4.1 With guidance and support, use nouns.	<ul style="list-style-type: none"> • Song: Nouns • Nouns 	
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	<ul style="list-style-type: none"> • Song: More Than One • Plural Nouns 	
4.3 With guidance and support, understand and use interrogatives.	<ul style="list-style-type: none"> • Sum Up, Five W's 	
4.4 With guidance and support, use verbs.	<ul style="list-style-type: none"> • Song: Verbs • Verbs 	
4.5 With guidance and support, use adjectives.		<ul style="list-style-type: none"> • L.K.5b.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> - Guess the Opposite
4.6 With guidance and support, use prepositional phrases.	<ul style="list-style-type: none"> • Preposition Ship 	
4.7 With guidance and support, use conjunctions.		
4.8 Produce and expand complete sentences.	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences 	<ul style="list-style-type: none"> • L.K.1f.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>		
5.1 Capitalize the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> • What Is a Sentence? song 	<ul style="list-style-type: none"> • L.K.2a.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - I Like Kites Punctuation Worksheet
5.2 Recognize and name end punctuation.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentence Marks 	<ul style="list-style-type: none"> • L.K.2b.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> - I Like Kites Punctuation Worksheet
5.3 Write letter(s) for familiar consonant and vowel sounds.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Picture Writing • Name That Letter Sound • Choose a Sound • Where is the Sound? 	<ul style="list-style-type: none"> • L.K.2c.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter Worksheet - Letter Picture Handwriting Worksheets (Aa-Zz)
5.4 Spell simple words phonetically.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Picture Writing • Name That Letter Sound • Choose a Sound 	<ul style="list-style-type: none"> • L.K.2d.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity
5.5 Consult print and multimedia resources to check and correct spellings.	<p>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.</p> <ul style="list-style-type: none"> • Vocabulary 	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
RANGE AND COMPLEXITY (RC)		
<i>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</i>		
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.		<ul style="list-style-type: none"> W.K.1-8.pdf: Waterford includes many .pdf writing activity materials. These activities support teachers as they provide a variety of writing opportunities within the classroom.
6.2 Print upper-and lower-case letters.	<ul style="list-style-type: none"> Letter Picture Writing Letter Pictures 	
6.3 Recognize that print moves from left-to-right and that there are spaces between words.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> Print Directionality Print Concepts 	<ul style="list-style-type: none"> RF.K.1a.pdf: Follow words from left-to-right, top-to-bottom, and page-by-page. <ul style="list-style-type: none"> Print Directionality RF.K.1c.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> Print Concepts
6.4 Locate letter keys on an electronic device.	Interactive activities in Waterford often require students to select the target letter or number on a keyboard or other electronic device.	
COMMUNICATION (C)		
MEANING AND CONTEXT (MC)		
<i>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</i>		
1.1 Explore and create meaning through play, conversation, drama, and story-telling.		<ul style="list-style-type: none"> SL.K.1a.pdf and SL.K.1b.pdf: Follow agreed-upon rules for discussions and continue a conversation through multiple exchanges. <ul style="list-style-type: none"> Speaking and Listening—Taking Turns
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.		<ul style="list-style-type: none"> SL.K.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Speaking and Listening—Taking Turns
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.		<ul style="list-style-type: none"> SL.K.1a.pdf and SL-K.1b.pdf: Follow agreed-upon rules for discussions and continue a conversation through multiple exchanges. <ul style="list-style-type: none"> Speaking and Listening—Taking Turns



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives continued.</i>		
1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.		<ul style="list-style-type: none"> • SL.K.2.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.		<ul style="list-style-type: none"> • SL.K.6.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things
<i>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</i>		
2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.		<ul style="list-style-type: none"> • W.K.8 pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.		<ul style="list-style-type: none"> • W.K.7.pdf: Participate in shared research and writing projects.



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</i>		
3.1 Explore how ideas and topics are depicted in a variety of media and formats.	Waterford provides a wide variety of learning experiences, including songs, books, games, videos, digital manipulatives, etc. Often, activities provide opportunities for open exploration.	
3.2 Use appropriate props, images, or illustrations to support verbal communication.		<ul style="list-style-type: none"> • W.K.3.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush
LANGUAGE, CRAFT AND STRUCTURE (LCS)		
<i>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</i>		
4.1 Identify speaker's purpose.	Through Classroom Advantage, teachers have access to Waterford Early Learning online books. Displayed on an interactive whiteboard, this rich library provides many examples and opportunities for classroom discussion.	<ul style="list-style-type: none"> • SL.K.1a-6.pdf: Waterford materials provide activities for teachers to use within the classroom to practice listening and speaking.
4.2 Identify the introduction and conclusion of a presentation.	Through Classroom Advantage, teachers have access to Waterford Early Learning online books. Displayed on an interactive whiteboard, this rich library provides many examples and opportunities for classroom discussion.	<ul style="list-style-type: none"> • SL.K.1a-6.pdf: Waterford materials provide activities for teachers to use within the classroom to practice listening and speaking.
4.3 Identify when the speaker uses intonation and word stress.	Waterford online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.	<ul style="list-style-type: none"> • SL.K.1a-6.pdf: Waterford materials provide activities for teachers to use within the classroom to practice listening and speaking.



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</i>		
5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	Waterford online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.	<ul style="list-style-type: none"> • SL.K.1a-6.pdf: Waterford materials provide activities for teachers to use within the classroom to practice listening and speaking.
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	Waterford Early Learning online books offer numerous examples of a variety of literary devices. Through Classroom Advantage, teachers have access to this rich library providing many opportunities for classroom discussion.	<ul style="list-style-type: none"> • SL.K.1a-6.pdf: Waterford materials provide activities for teachers to use within the classroom to practice listening and speaking.
GRADE ONE		
INQUIRY-BASED LITERACY STANDARDS (I)		
<i>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</i>		
1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.	Waterford activities are designed to foster curiosity and to build a love for learning within each student. Teachers can easily access Classroom Advantage playlists that include games, activities, books, and short videos that introduce, teach and practice a wide-range of topics and skills. <ul style="list-style-type: none"> • Ask a Question • Build Knowledge 	
<i>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</i>		
2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	<ul style="list-style-type: none"> • Readable Books • Informational Books • Traditional Tales (See titles at end of document.) • Connect to Me • Build Knowledge 	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.		
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/ peers.	As a complete curriculum, Waterford Early Learning includes instruction in reading, math, and science. During the science curriculum, students are guided through the scientific process of asking a question, making a hypothesis, gathering data, drawing a conclusion, and then reflecting on the hypothesis. Students follow this process on a wide variety of questions about the world around them.	<ul style="list-style-type: none"> • W.1.7.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
3.2 Select the most important information revise ideas, and record and communicate findings.	<ul style="list-style-type: none"> • Recall Details • Build Knowledge 	<ul style="list-style-type: none"> • W.1.8.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
Standard 4: Synthesize information to share learning and/or take action.		
4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	<ul style="list-style-type: none"> • Recall details • Find an Answer • Connect to Me • Step Into the Story 	<ul style="list-style-type: none"> • W.1.8.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
4.2 Determine appropriate tools to communicate feelings		<ul style="list-style-type: none"> • SL.1.5.pdf: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Writing and Pictures Activity
4.3 Reflect on findings and take action.		<ul style="list-style-type: none"> • SL.1.4.pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> - Ask and Answer Activity



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.		
5.1 Recognize the value of individual and collective thinking.		<ul style="list-style-type: none"> • W.1.8.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
5.2 Monitor and assess learning to guide inquiry.	Waterford guides and supports children as they become independent, self-guided learners. Through immediate feedback, ongoing review and assessment, and guidance, children gain a sense of their own progress and need for improvement.	
5.3 Articulate the thinking process.	As a complete curriculum, Waterford Early Learning includes instruction in reading, math, and science. During the science curriculum, students are guided through the scientific process of asking a question, making a hypothesis, gathering data, drawing a conclusion, and then reflecting on the hypothesis. Students follow this process on a wide variety of questions about the world around them.	
READING—LITERACY TEXT (RL)		
PRINCIPLES OF READING (P)		
<i>Standard 1: Demonstrate understanding of the organization and basic features of print.</i>		
1.1 Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • RF.1.1a.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> - Sentence Strips - Language Concepts Worksheets



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald’s Vowel Song; Apples and Bananas; Eensy, Weensy Mouse 	<ul style="list-style-type: none"> • RF.1.2a.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	<ul style="list-style-type: none"> • Song: Consonants Together • Blend Individual Phonemes • Blend Onset/Rime • Blending • Blend Every Sound • Blending Dragon • Blending Riddles • Word Blending • Find the Picture • Stick ‘n’ Spell • Spell and Blend 	<ul style="list-style-type: none"> • RF.1.2b.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Stick ‘n’ Spell • Letter Sound • Say and Trace • Sound Room • Where Is the Sound? 	<ul style="list-style-type: none"> • RF.1.2c.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting: First Phoneme - Segmenting: Last Phoneme - Phoneme Categorization - Sound Sense Playing Cards
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<ul style="list-style-type: none"> • Phoneme Segmentation 	<ul style="list-style-type: none"> • RF.1.2d.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> - Counting Individual Phonemes - Phoneme Segmentation - Sound Sense Playing Cards



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	<ul style="list-style-type: none"> • Songs: C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip, Chop; Where is a Whale? • Word Mastery • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace 	<ul style="list-style-type: none"> • RF.1.3a.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Consonant Blending: -ck, cl-, spl- - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	<ul style="list-style-type: none"> • Song: Compound Words • Syllables • Compound Words • Watch Me Read 	<ul style="list-style-type: none"> • RF.1.3d.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> - Syllable Segmentation
3.3 Read a two-syllable word by breaking the word into syllables.	<ul style="list-style-type: none"> • Song: Compound Words • Compound Words • Syllables • Watch Me Read 	<ul style="list-style-type: none"> • RF.1.3e.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> - Reading Trick: Key Word Match - Reading Trick: Pattern Hunt - Reading Trick: Mystery Word
3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Construction • Word Pattern • Word Blending • Word Mastery Games • Mystery Words • Watch Me Read 	<ul style="list-style-type: none"> • RF.1.3c.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Pattern Word Building - Word Study Introduction - Spelling
3.5 Read words with inflectional endings.	<ul style="list-style-type: none"> • Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare • The Three Sounds of -ED • Suffixes • Comparatives 	<ul style="list-style-type: none"> • RF.1.3f.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> - Pattern Word Building: Double the Letter - Language Concept Worksheets: Plural Nouns



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words continued.</i>		
3.6 Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Readable Read/Record Books • Readable Walk-Through Books (See titles at end of document.) • Word Mastery • Power Words • Spelling Scramble 	<ul style="list-style-type: none"> • RF.1.3g.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read grade-level texts with purpose and understanding.	<ul style="list-style-type: none"> • Reading Tutorial • Readable-Read/Record (See titles at end of document.) • Expression Instruction • Fluency Speed 	<ul style="list-style-type: none"> • RF.1.4a.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Level Two Books Chart
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Reading Tutorial • Readable-Read/Record (See titles at end of document.) • Expression Instruction • Fluency Speed 	<ul style="list-style-type: none"> • RF.1.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues • Watch Me Read • Use a Clue • Readables (See titles at end of document.) • Mystery Words 	<ul style="list-style-type: none"> • RF.1.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Use-a-clue



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
MEANING AND CONTEXT (MC)		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five W's • Look at Details 	<ul style="list-style-type: none"> • RL.1.1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<ul style="list-style-type: none"> • Read With Me Books • Decodable Books (See titles at end of document.) • Picture Clues • Words Tell About the Pictures • Peek at the Story • Build Knowledge 	
<i>Standard 6: Summarize key details and ideas to support analysis of thematic development.</i>		
6.1 Describe the relationship between the illustrations and the characters, setting or events.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About Pictures 	<ul style="list-style-type: none"> • RL.1.7.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> - The Gingerbread Man - The City Mouse and the Country Mouse - The Little Red Hen - The Brothers
<i>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Find an Answer • Recall Details 	<ul style="list-style-type: none"> • RL.1.2.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	<ul style="list-style-type: none"> • Compare Characters • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • RL.1.9.pdf: Compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</i>		
8.1 Read or listen closely to: <ul style="list-style-type: none"> a. describe characters' actions, and feelings b. compare and contrast characters' experiences to those of the reader c. describe setting d. identify the plot including problem and solution; and e. describe cause and effect relationships. 	<ul style="list-style-type: none"> • Find an Answer • Sum Up, Five Ws • Describe Characters • Compare Characters 	
LANGUAGE, CRAFT, AND STRUCTURE (LCS)		
<i>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	Waterford Early Learning online books offer numerous examples of a variety of literary devices. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.	
9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.		<ul style="list-style-type: none"> • RL.1.4.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
10.1 Ask and answer questions about known and unknown words.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All Read-Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	
10.2 Identify new meanings for familiar words and apply them accurately.		<ul style="list-style-type: none"> • L.1.4a.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play with Me?
10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	<ul style="list-style-type: none"> • Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Double the Fun • Prefixes • Suffixes 	<ul style="list-style-type: none"> • L.1.4b.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> - Affixes and Inflections
10.4 Identify the individual words used to form a compound word.	<ul style="list-style-type: none"> • Song: Compound Words • Compound Words 	<ul style="list-style-type: none"> • RF.1.3e.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> - Reading Trick: Key Word Match - Reading Trick: Pattern Hunt - Reading Trick: Mystery Word
10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	Waterford Reading and Classroom Advantage both provide many activities for students to explore figurative language, word relationships, and meanings.	
10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	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 explore word relationships and meanings. <ul style="list-style-type: none"> • Readable Jump-Through • Readable Books • Informational Books • Traditional Tales (See titles at end of document.)	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.</i>		
11.1 Identify the author's purpose-to explain, entertain, inform, or convince.		<ul style="list-style-type: none"> • RL.1.5.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity – Narrative Text - Text Type Activity – Informational Text - How to Grow a Garden
11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.		<ul style="list-style-type: none"> • RL.1.6.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw
<i>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</i>		
12.1 Classify literary texts according to characteristics of a genre.		<ul style="list-style-type: none"> • RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.	Waterford Reading includes hundreds of books—including a series of 16 Traditional Tales from around the world. (See book titles at the end of this correlation.) Using Classroom Advantage or custom assignments during personalized learning, teachers can use this rich library as a catalyst for classroom discussion.	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
RANGE AND COMPLEXITY (RC)		
<i>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
13.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> • Readable Jump-Through • Readable Books • Informational Books • Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> • RF.1.4a.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Level Two Books Chart
13.2 Read independently for sustained periods of time to build stamina.	Waterford Reading is based on the principle that young learners can read independently from a very young age with the appropriate support. The scaffolded design and appropriate scope and sequence within Waterford Reading allow students to work independently for 15 to 30 minutes daily. This independence provides students with the opportunity to build their stamina and to enjoy reading on their own.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Students interact with the program on a daily basis listening and answering questions, following directions and interacting with the courseware on a variety of tasks. Students are able to become independent thinkers. The program provides immediate feedback and support as needed.	
READING—INFORMATIONAL TEXT (RL)		
PRINCIPLES OF READING (P)		
<i>Standard 1: Demonstrate understanding of the organization and basic features of print.</i>		
1.1 Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?, Sentence Marks • Sentences: Practice, Assessment • Sentence Marks: Practice, Assessment 	<ul style="list-style-type: none"> • RF.1.1a.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> - Sentence Strips - Language Concepts Worksheets



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Sneaky Magic E song 	<ul style="list-style-type: none"> • RF.1.2a.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.	<ul style="list-style-type: none"> • Consonants Together song • Blending • Blend/Onset Rime • Blending Riddles • Blend Every Sound • Stick 'n' Spell • Blending Dragon • Blend Individual Phonemes • Find the Picture • Word Blending • Spell and Blend 	<ul style="list-style-type: none"> • RF.1.2b.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Stick 'n' Spell • Initial Sound • Right Initial Sound • Right Final Sound • Final Sound • Letter Sound • Say and Trace • Sound Room • Where is the Sound? 	<ul style="list-style-type: none"> • RF.1.2c.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting: First Phoneme - Segmenting: Last Phoneme - Phoneme Categorization - Sound Sense Playing Cards
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<ul style="list-style-type: none"> • Phoneme Segmentation 	<ul style="list-style-type: none"> • RF.1.2d.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> - Counting Individual Phonemes - Phoneme Segmentation - Sound Sense Playing Cards



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
<p>3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.</p>	<ul style="list-style-type: none"> • Songs: C-K Rap; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip Chop; Where is a Whale? • Word Mastery • Word Mastery Games • Sound Room—Digraphs • Pattern Hunt • Spell and Blend • Name that Sound • Word Pattern Spelling • Say and Trace • Word Blending • Letter Sound Screening 	<ul style="list-style-type: none"> • RF.1.3a.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Consonant Blending: -ck, cl-, spl- - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
<p>3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p>		<ul style="list-style-type: none"> • RF.1.3d.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> - Syllable Segmentation
<p>3.3 Read a two-syllable word by breaking the word into syllables.</p>	<ul style="list-style-type: none"> • Song: Compound Words • Compound Words • Watch Me Read 	<ul style="list-style-type: none"> • RF.1.3e.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> - Reading Trick: Key Word Match - Reading Trick: Pattern Hunt - Reading Trick: Mystery Word
<p>3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.</p>	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Pattern Hunt • Word Blending • Word Construction • Word Mastery Games • Mystery Words • Watch Me Read 	<ul style="list-style-type: none"> • RF.1.3c.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> - Level Two Scope and Sequence of Skills - Pattern Word Building - Word Study Introduction - Spelling



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.5 Read words with inflectional endings.	<ul style="list-style-type: none"> • Songs: Blicky Licky Land, Drop Magic E, Double the Fun, More than One, Put It at the End, Let’s Compare • The Three Sounds of -ED • Key Word Screening • Double the Fun • Plural Nouns • Comparatives • Suffixes 	<ul style="list-style-type: none"> • RF.1.3f.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> - Pattern Word Building: Double the Letter - Language Concept Worksheets: Plural Nouns
3.6 Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Word Mastery • Word Mastery Games • Power Word • Spelling Scramble • Readable--Read/Record • Readable Walk-through (See titles at the end of document.) 	<ul style="list-style-type: none"> • RF.1.3g.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read grade-level texts with purpose and understanding.	<ul style="list-style-type: none"> • Readable Jump-Through • Readable Books • Informational Books • Traditional Tales (See titles at end of document.) • Fluency Speed 	<ul style="list-style-type: none"> • RF.1.4a.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Level Two Books Chart
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Readable Jump-Through • Readable Books • Informational Books • Traditional Tales (See titles at end of document.) • Fluency Speed • Expression 	<ul style="list-style-type: none"> • RF.1.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<ul style="list-style-type: none"> • Rusty and Rosy’s Clues • Mystery Words • Use a Clue • Song: Look for a Clue 	<ul style="list-style-type: none"> • RF.1.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Use-a-clue



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
MEANING AND CONTEXT (MC)		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> • Sum Up, 5 W's • Recall Details 	
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<ul style="list-style-type: none"> • Song: Reading Detective • Peek At The Story • Build Knowledge 	
<i>Standard 6: Summarize key details and ideas to support analysis of central ideas.</i>		
6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.		<ul style="list-style-type: none"> • RL.1.2.pdf: Retell stories including key details and demonstrate understanding of their key message or meaning.
<i>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.		<ul style="list-style-type: none"> • RL.1.9.pdf: Compare and contrast the adventures and experiences of characters in stories.
LANGUAGE, CRAFT, AND STRUCTURE (LCS)		
<i>Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
8.1 Identify words, phrases, illustrations, and photographs used to provide information.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About Picture 	<ul style="list-style-type: none"> • RI.1.7.pdf: Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> - Star Pictures
8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About Pictures 	<ul style="list-style-type: none"> • RI.1.5.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
9.1 Ask and answer questions about known and unknown words in a text.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. All Read-Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	
9.2 Identify new meanings for familiar words and apply them accurately.		<ul style="list-style-type: none"> • L.1.4a.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play with Me?
9.3 Use inflectional endings and affixes to determine the meaning of unknown words.		<ul style="list-style-type: none"> • L.1.4b.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> - Affixes and Inflections
9.4 Use print and multimedia resources to explore word relationships and meanings.	Waterford Reading and Classroom Advantage both provide many activities for students to explore figurative language, word relationships, and meanings.	
9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	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 explore word relationships and meanings. <ul style="list-style-type: none"> • Readable Jump-Through • Readable Books • Informational Books • Traditional Tales (See titles at end of document.)	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</i>		
10.1 Identify the author’s purpose—to explain, to entertain, inform, or convince.	<ul style="list-style-type: none"> • Readable Jump-Through • Readable Books • Informational Books • Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> • RI.1.8.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden
<i>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</i>		
11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	<ul style="list-style-type: none"> • Informational Books (See list of titles at end of document)	<ul style="list-style-type: none"> • RI.1.5.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden
11.2 Identify the reasons an author gives to support a position.	<ul style="list-style-type: none"> • Informational Books (See list of titles at end of document)	<ul style="list-style-type: none"> • RI.1.8.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden
RANGE AND COMPLEXITY (RC)		
<i>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
12.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> • Reading Tutorial • Readable-Read/Record • Expression Instruction • Fluency Speed (See list of titles at end of document)	
12.2 Read independently for sustained periods of time.	Waterford software activities provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently and requires them to turn pages allowing them to practice and enjoy appropriate reading behaviors.	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time continued.</i>		
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Students interact with Waterford Reading on a daily basis listening and answering questions, following directions and interacting with the courseware for a variety of tasks. Students are encouraged to become independent thinkers. The program provides immediate feedback and support as needed. Some of the activities where students interact with the program related to reading comprehension include <ul style="list-style-type: none"> • Sum Up, Remember Order • Compare Characters • Sum Up, 5 W's • Find an Answer 	
WRITING (W)		
MEANING, CONTEXT, AND CRAFT (MCC)		
<i>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</i>		
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.		<ul style="list-style-type: none"> • W.1.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities
1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		<ul style="list-style-type: none"> • W.1.5.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>		
2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.		<ul style="list-style-type: none"> W.1.2.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> Topical Writing Activities
2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		<ul style="list-style-type: none"> W.1.5.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart)
<i>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</i>		
3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.		<ul style="list-style-type: none"> W.1.3.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> Narrative Writing Activities
3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		<ul style="list-style-type: none"> W.1.5.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart)
LANGUAGE (L)		
<i>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</i>		
4.1 Use common, proper, and possessive nouns.	<ul style="list-style-type: none"> Song: Apostrophe Pig; Nouns; Pronouns Possessive Nouns Pronouns 	<ul style="list-style-type: none"> L.1.1b.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> Skill Builder Song: “Nouns” Worksheets: Nouns
4.2 Use singular and plural nouns with matching verbs in basic sentences.	<ul style="list-style-type: none"> Song: More Than One; Verbs Plural Nouns Verbs 	<ul style="list-style-type: none"> L.1.1c.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> Worksheets: Plural Nouns Worksheets: Verbs and Nouns Worksheets: Verb Endings



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking continued.</i>		
4.3 Use personal, possessive, and indefinite pronouns.	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • L.1.1d.pdf: Use personal, possessive, and indefinite pronouns. - Worksheets: Pronouns
4.4 Use verbs to convey a sense of past, present, and future.	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Past Tense Verbs 	<ul style="list-style-type: none"> • L.1.1e.pdf: Use verbs to convey a sense of past, present, and future. - Worksheets: Verbs
4.5 Use adjectives and adverbs.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • L.1.1f.pdf: Use frequently occurring adjectives. - Who Am I? - Worksheets: Adjectives
4.6 Use prepositional phrases.	<ul style="list-style-type: none"> • Song: Preposition Ship 	<ul style="list-style-type: none"> • L.1.1i.pdf: Use frequently occurring prepositions. - Worksheets: Prepositions
4.7 Use conjunctions.		<ul style="list-style-type: none"> • L.1.1g.pdf: Use frequently occurring conjunctions. - Worksheets: Conjunctions
4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • L.1.1j.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. - Types of Sentences - Skill Builder Song
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>		
5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.	<ul style="list-style-type: none"> • Songs: Capital Letters- Proper Nouns; Days; Places • Edit Capitals • Edit Calendar Capitals 	<ul style="list-style-type: none"> • L.1.2a.pdf: Capitalize the dates and names of people. - Worksheet: Capitalization
5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series.	<ul style="list-style-type: none"> • Songs: What is a Sentence?, Sentence Marks • Sentence Marks • Edit End Punctuation 	<ul style="list-style-type: none"> • L.1.2b.pdf: Use end punctuation for sentences. - What's My Sentence? - A Closer Look - Sentence Strips - Worksheets: Punctuation - Worksheets: Sentences
5.3 Use conventional spelling for words with common spelling patterns.	<ul style="list-style-type: none"> • Song: Double the Fun • Double the Fun • Spell and Blend • Word Pattern Spelling • Word Blending • Say and Trace • Spelling Scramble 	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing continued.</i>		
5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade- appropriate high-frequency words.	<ul style="list-style-type: none"> • Spell and Blend • Word Blending • Word Pattern • Sound Room • Letter Sound • Say and Trace • Word Pattern Spelling • Spell and Blend • Spelling Scramble • Dictation Sentences • Double the Fun 	
5.5 Consult print and multimedia resources to check and correct spellings.	Waterford Reading and Classroom Advantage both provide many activities related to vocabulary acquisition and use. Most all Read-Along and Readable books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	
RANGE AND COMPLEXITY (RC)		
<i>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</i>		
6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.		<ul style="list-style-type: none"> • W.1.1-W.1.8.pdf: All writing activities W.1.1 through W.1.8 provide opportunities for students to write routinely for a variety of purposes. <ul style="list-style-type: none"> - Opinion Writing Activities - Topical Writing Activities - Narrative Writing Activities
6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	<ul style="list-style-type: none"> • Letter Picture Writing (Aa-Zz) • Letter Pictures (Aa-Zz) 	<ul style="list-style-type: none"> • L.1.1a.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting Worksheets (Aa-Zz)
6.3 Write left-to-right leaving space between words.	All online books and text within the software illustrate left- to-right, top-to-bottom, return sweep, and letter spacing motion.	
6.4 Locate letter keys on an electronic device to type simple messages.	Interactive activities in Waterford often require students to select the target letter or number on a keyboard or other electronic device.	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
COMMUNICATION (C)		
MEANING AND CONTEXT (MC)		
<i>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</i>		
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.		<ul style="list-style-type: none"> • SL.1.2.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.		<ul style="list-style-type: none"> • SL.1.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity
1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.		<ul style="list-style-type: none"> • SL.1.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity
1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.		<ul style="list-style-type: none"> • SL.1b.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> - Discussion Rules Activity - Ask and Answer Activity
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.		<ul style="list-style-type: none"> • SL.1b.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> - Discussion Rules Activity - Ask and Answer Activity
<i>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</i>		
2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.		<ul style="list-style-type: none"> • W.1.5.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.		<ul style="list-style-type: none"> • W.1.7.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</i>		
3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.		<ul style="list-style-type: none"> • RI.1.9.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse
3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> • SL.1.5.pdf: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Writing and Pictures Activity
LANGUAGE, CRAFT AND STRUCTURE (LCS)		
<i>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</i>		
4.1 Identify speaker’s purpose and details that keep the listener engaged.		<ul style="list-style-type: none"> • SL.1.3.pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> - Ask and Answer Activity
4.2 Identify the introduction, body, and conclusion of a presentation.		<ul style="list-style-type: none"> • SL.1.2.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
4.3 Identify when the speaker uses intonation and word stress and includes media.		<ul style="list-style-type: none"> • SL.1.2.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</i>		
5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.		<ul style="list-style-type: none"> SL.1.4.pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> Ask and Answer Activity
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	Waterford Early Learning online books offer numerous examples of a variety of literary devices. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.	
GRADE TWO		
INQUIRY-BASED LITERACY STANDARDS (I)		
<i>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</i>		
1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.	As students interact daily with Waterford courseware they become independent, life-long readers and learners. Students engage in play and are allowed to explore topics and lessons on their own as the program guides them to find solutions and appropriate answers. As students progress through the courseware, the activities become more open-ended and, at times, students are given the opportunity to make choices on activities that are most appealing to them.	
<i>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</i>		
2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.	Waterford encourages students to interact daily with a variety of texts. Students are able to use their independent time on the courseware to formulate their own questions. Collaborative time with the digital resources provides teachers with the opportunity to guide students to view multiple perspectives and to discuss their questions and their explanations.	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.		
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/ peers.	As a complete curriculum, Waterford Early Learning includes instruction in reading, math, and science. During the science curriculum, students are guided through the scientific process of asking a question, making a hypothesis, gathering data, drawing a conclusion, and then reflecting on the hypothesis. Students follow this process on a wide variety of questions about the world around them.	
3.2 Select the most important information revise ideas, and record and communicate findings.		<ul style="list-style-type: none"> • W.2.7.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree
Standard 4: Synthesize information to share learning and/or take action.		
4.1 Interpret relationships and patterns discovered during the inquiry process.	As a complete curriculum, Waterford Early Learning includes instruction in reading, math, and science. During the science curriculum, students are guided through the scientific process of asking a question, making a hypothesis, gathering data, drawing a conclusion, and then reflecting on the hypothesis. Students follow this process on a wide variety of questions about the world around them.	
4.2 Use appropriate tools to communicate findings and/or take informed action.		<ul style="list-style-type: none"> • SL.2.5.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Visual Aids and Recording Activity
4.3 Reflect on findings and pose new questions for further inquiry.		<ul style="list-style-type: none"> • W.2.8.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.		
5.1 Acknowledge and value individual and collective thinking.		<ul style="list-style-type: none"> • W.2.7.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree
5.2 Monitor and assess learning to guide inquiry.	Waterford supports children toward becoming independent, self-guided learners. Through immediate feedback and ongoing guidance, children gain a sense of their own progress and need for improvement.	
5.3 Articulate the process of learning and seek appropriate help.	As a complete curriculum, Waterford Early Learning includes instruction in reading, math, and science. During the science curriculum, students are guided through the scientific process of asking a question, making a hypothesis, gathering data, drawing a conclusion, and then reflecting on the hypothesis. Students follow this process on a wide variety of questions about the world around them.	
READING—LITERACY TEXT (RL)		
PRINCIPLES OF READING (P)		
<i>Standard 1: Demonstrate understanding of the organization and basic features of print.</i>		
1.1 Students are expected to build upon and continue applying previous learning.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to understanding the organization and basic features of print. Consistent review and practice is embedded within the program.	
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1–2.5 Students are expected to build upon and continue applying previous learning.	Waterford Reading and Classroom Advantage both provide activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. Although Phonological Awareness is not specifically addressed in Level 3, it is presented extensively in Levels 1 and 2, and Waterford delivers ongoing review for all skills.	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Use knowledge of r-controlled vowels to read.	<ul style="list-style-type: none"> • Song: Bossy Mr. R • Readable Word Play • Make and Spell • All-Star Spelling • Guess the Word • Mystery Word Pinball • Spelling Game—Automatic Word Recognition • Spelling Instruction • Word Recognition • Spell and Blend 	<ul style="list-style-type: none"> • RF.2.3b.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lesson 2: /ar/ - Lesson 11: /er/ - Lesson 12: /or/ - Readable Check Sheets
3.2 Use knowledge of how syllables work to read multisyllabic words.	<ul style="list-style-type: none"> • Word Recognition • All-star Spelling 	<ul style="list-style-type: none"> • RF.2.3c.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> - Fluency Check Sheets
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	<ul style="list-style-type: none"> • Songs: More Than One, Drop Magic E, Let’s Compare, Put It at the End, Put It at the Front, Tricky Y to I, Double the Fun • Change Y to I • Automatic Word Recognition • Comparatives • Suffixes • Prefixes • Power Words 	<ul style="list-style-type: none"> • RF.2.3d.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb Worksheets - Prefixes Worksheets - Suffixes Worksheets
3.4 Use and apply knowledge of vowel diphthongs.	<ul style="list-style-type: none"> • Vowels Side by Side song • Readable Word Play • Make and Spell • All-Star Spelling • Guess the Word • Mystery Word Pinball • Spelling Game • Spelling • Word Recognition • Spell and Blend 	<ul style="list-style-type: none"> • RF.2.3b.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lesson 3: /oo/ as in book - Lesson 4: /oo/ as in zoo - Lesson 8: /oi/ - Lesson 17: /oo/ letter team -ew as in new and few - Lesson 18: /oo/ letter team -ue as in blue - Readable Check Sheets



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words continued.</i>		
3.5 Use and apply knowledge of how inflectional endings change words.	<ul style="list-style-type: none"> • Songs: Blicky Licky Land, Drop Magic E, Double the Fun, More than One, Put It at the End, Let’s Compare • The Three Sounds of -ED • Key Word Screening • Double the Fun • Plural Nouns • Comparatives • Suffixes 	<ul style="list-style-type: none"> • RF.2.3d.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Prefixes and Suffixes - Suffixes Worksheets; Put It at the End
3.6 Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Word • Spelling Exploration • Make and Spell • All Star Spelling • Spelling Scramble 	<ul style="list-style-type: none"> • RF.2.3f.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lessons; /i/,/o/,/f/ - Irregular Plurals
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read grade-level texts with purpose and understanding.	<ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (Record, Read, Listen) (See titles at end of document.) 	<ul style="list-style-type: none"> • RF.2.4a.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 31 Readable Books/Fluency, Comprehension, and Speed Books (See list at end of document)
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (Record, Read, Listen) (See titles at end of document.) 	<ul style="list-style-type: none"> • RF.2.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
MEANING AND CONTEXT (MC)		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> • Fluency Comprehension • Compare Characters • Map the Story • Sum Up—Remember Order 	<ul style="list-style-type: none"> • RL.2.1.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 50 Readable Books/Fluency, Comprehension, and Speed Titles (See list at end of document)
5.2 Make predictions before and during reading; confirm or modify thinking.	<ul style="list-style-type: none"> • Peek at the Story / Check My Guess 	
<i>Standard 6: Summarize key details and ideas to support analysis of thematic development.</i>		
6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Sum Up, Remember Order • Map the Story • Peek at the Story/Check My Guess • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • RL.2.7.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 30 Readable Books/Fluency, Comprehension, and Speed Titles (See list at end of document)
<i>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.	<ul style="list-style-type: none"> • Map the Story • Sum Up, Remember Order • Sum Up, Five W's 	<ul style="list-style-type: none"> • RL.2.2.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	<ul style="list-style-type: none"> • Compare Characters 	<ul style="list-style-type: none"> • RL.2.9.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. <ul style="list-style-type: none"> - Story Variations Activity



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</i>		
8.1 Read or listen closely to: <ol style="list-style-type: none"> a. compare and contrast characters' actions, feelings, and responses to major events or challenges b. describe how cultural context influences characters, setting, and the development of the plot c. explain how cause and effect relationships affect the development of plot 	<ul style="list-style-type: none"> • Compare Characters 	<ul style="list-style-type: none"> • RL.2.2.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
LANGUAGE, CRAFT, AND STRUCTURE (LCS)		
<i>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.	Waterford Early Learning online books offer numerous examples of a variety of literary devices. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.	<ul style="list-style-type: none"> • RL.2.4.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2
9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.		<ul style="list-style-type: none"> • RL.2.4.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2
<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
10.1 Use context to determine the meaning of words and phrases.	<ul style="list-style-type: none"> • Songs: Look for a Clue • Rusty and Rosy's Clues • Use a Clue • Watch Me Read • Mystery Words • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (Record, Read, Listen) (See titles at end of document.) 	<ul style="list-style-type: none"> • RF.2.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Fluency Check Sheets



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary continued.</i>		
10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.	<ul style="list-style-type: none"> • Song: Put It at the Front; Key Words • Prefixes 	<ul style="list-style-type: none"> • L.2.4b.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes Worksheets
10.3 Use a base word to determine the meaning of an unknown word with the same base.	<ul style="list-style-type: none"> • Songs: Let’s Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes 	<ul style="list-style-type: none"> • L.2.4c.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives Worksheets - Prefixes Worksheets - Suffixes Worksheets
10.4 Use the meanings of individual words to predict the meaning of compound words.	<ul style="list-style-type: none"> • Song: Compound Words; Key Words • Compound Words 	
10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.	<ul style="list-style-type: none"> • Song: Reading Detective: Build Vocabulary 	<ul style="list-style-type: none"> • L.2.4e.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary
10.6 Use general academic and domain- specific words and phrases acquired through talk and text; explore nuances of words and phrases.	Waterford Reading and Classroom Advantage both provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. Many activities encourage students to explore figurative language, word relationships, and meanings.	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.</i>		
11.1 Identify and analyze the author's purpose.		<ul style="list-style-type: none"> • RI.2.6.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee's Secret - Reaching Above
11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.	<ul style="list-style-type: none"> • Compare Characters 	<ul style="list-style-type: none"> • RL.2.6.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <ul style="list-style-type: none"> - Story Structure Activity
<i>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</i>		
12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.	<ul style="list-style-type: none"> • Sum Up—Remember Order • Map the Story 	
12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.		



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
RANGE AND COMPLEXITY (RC)		
<i>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
13.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> • Song: Reading Detective • Read-Along Books (See list of titles at end of document) • Map the Story • Peek at the Story • Check My Guess • Fluency Comprehension 	<ul style="list-style-type: none"> • RF.2.4a.pdf: Read on-level text with purpose and understanding. - 30 Readable Books/Fluency, Comprehension and Speed Titles (See list at end of document)
13.2 Read independently for sustained periods of time to build stamina.	Waterford Reading is based on a scaffolded design with appropriate scope and sequence which allows students to work independently daily. This independence provides students with the opportunity to build their stamina and to enjoy reading on their own.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Waterford guides and supports children as they become independent, self-guided learners. Through immediate feedback, ongoing review and assessment, and guidance, children gain a sense of their own progress and need for improvement.	
READING—INFORMATIONAL TEXT (RL)		
PRINCIPLES OF READING (P)		
<i>Standard 1: Demonstrate understanding of the organization and basic features of print.</i>		
1.1 -1.4 Students are expected to build upon and continue applying previous learning.	Waterford Reading and Classroom Advantage both provide a multitude of activities related to understanding the organization and basic features of print. Consistent review and practice is embedded within the program.	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1-2.5 Students are expected to build upon and continue applying previous learning.	Waterford Reading and Classroom Advantage both provide activities that teach phonological awareness. The activities progress from chunks of sounds, such as rhyming and syllables, to hearing and manipulating individual phonemes. Although Phonological Awareness is not specifically addressed in Level 3, it is presented extensively in Levels 1 and 2, and Waterford delivers ongoing review for all skills.	
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Use knowledge of r-controlled vowels to read.	<ul style="list-style-type: none"> • Song: Bossy Mr. R • Readable Word Play • Make and Spell • All-Star Spelling • Guess the Word • Mystery Word Pinball • Spelling Game • Spelling Instruction • Word Recognition • Spell and Blend 	<ul style="list-style-type: none"> • RF.2.3b.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lesson 2: /ar/ - Lesson 11: /er/ - Lesson 12: /or/ - Readable Check Sheets
3.2 Use knowledge of how syllables work to read multisyllabic words.	<ul style="list-style-type: none"> • Automatic Word Recognition • Word Recognition • All-star Spelling 	<ul style="list-style-type: none"> • RF.2.3c.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> - Fluency Check Sheets
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	<ul style="list-style-type: none"> • Word Recognition • Spelling Exploration • Make and Spell • All-star Spelling • Readable/Record/Listen Books • Read-Along Books (See titles at end of document.)	<ul style="list-style-type: none"> • RF.2.3f.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /i/ - Lesson 2: /o/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words completed.</i>		
3.4 Use and apply knowledge of vowel diphthongs.	<ul style="list-style-type: none"> • Song: Vowels Side by Side • Readable Word Play • Make and Spell • All-Star Spelling • Guess the Word • Mystery Word Pinball • Spelling Game • Spelling • Word Recognition • Spell and Blend 	<ul style="list-style-type: none"> • RF.2.3b.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lesson 3: /oo/ as in book - Lesson 4: /oo/ as in zoo - Lesson 8: /oi/ - Lesson 17: /oo/ letter team -ew as in new and few - Lesson 18: /oo/ letter team -ue as in blue - Readable Check Sheets
3.5 Use and apply knowledge of how inflectional endings change words.	<ul style="list-style-type: none"> • Songs: Blicky Licky Land, Drop Magic E, Double the Fun, More than One, Put It at the End, Let's Compare • The Three Sounds of -ED • Key Word Screening • Double the Fun • Plural Nouns • Comparatives • Suffixes 	<ul style="list-style-type: none"> • RF.2.3d.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb Worksheets - Prefixes Worksheets - Suffixes Worksheets
3.6 Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Word Mastery • Power Word • Spelling Scramble • Readable Walk-through • Readable—Read/Record (See titles at the end of document) • Word Assessment • Word Introduction 	<ul style="list-style-type: none"> • RF.2.3f.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /ī/ - Lesson 2: /ō/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read grade-level texts with purpose and understanding.	<ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (Record, Read, Listen) (See titles at end of document.) 	<ul style="list-style-type: none"> • RF.2.4a.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 31 Readable Books/Fluency, Comprehension, and Speed Books (See list at end of document)
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (Record, Read, Listen) (See titles at end of document.) 	<ul style="list-style-type: none"> • RF.2.4b.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets
MEANING AND CONTEXT (MC)		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> • Sum up, 5 W's • Peek a the Story/Check My Guess 	<ul style="list-style-type: none"> • RL.2.1.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 50 Readable Books/Fluency, Comprehension, and Speed Titles (See list at end of document)
5.2 Make predictions before and during reading; confirm or modify thinking.	<ul style="list-style-type: none"> • Peek at the Story / Check My Guess 	
<i>Standard 6: Summarize key details and ideas to support analysis of central ideas.</i>		
6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.		<ul style="list-style-type: none"> • RI.2.2.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee's Secret - Reaching Above



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.		<ul style="list-style-type: none"> RI.2.9.pdf :Compare and contrast the most important points presented by two texts on the same topic.
LANGUAGE, CRAFT, AND STRUCTURE (LCS)		
<i>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.		<ul style="list-style-type: none"> RI.2.7.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden
8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.		<ul style="list-style-type: none"> RI.2.5.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> - How to Grow a Garden
<i>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
9.1 Use context to determine the meaning of words and phrases.	<ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (Record, Read, Listen) (See titles at end of document.) 	<ul style="list-style-type: none"> • RF.2.4c.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Fluency Check Sheets
9.2 Determine the meaning of a newly formed word when a known affix is added to the word.	<ul style="list-style-type: none"> • Songs: Put It at the Front, Put It at the End • Prefixes • Suffixes 	<ul style="list-style-type: none"> • L.2.4b.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes Practice Pages
9.3 Use a base word to determine the meaning of an unknown word with the same base.	<ul style="list-style-type: none"> • Songs: Let’s Compare, Put It at the End, Put It at the Front • Comparatives • Suffixes • Prefixes 	<ul style="list-style-type: none"> • L.2.4c.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives Worksheets - Prefixes Worksheets - Suffixes Worksheets
9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.	<ul style="list-style-type: none"> • Song: Reading Detective: Build Vocabulary 	<ul style="list-style-type: none"> • RI.2.4.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary continued.</i>		
9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.	Waterford Reading and Classroom Advantage both provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. Many activities encourage students to explore figurative language, word relationships, and meanings.	
<i>Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.</i>		
10.1 Identify and analyze the author's purpose.		<ul style="list-style-type: none"> • RI.2.6.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee's Secret - Reaching Above
<i>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</i>		
11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.	<ul style="list-style-type: none"> • Map the Story • Sum Up, Remember Order • Sum Up, Five W's 	<ul style="list-style-type: none"> • RI.2.3.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
11.2 Identify the structures an author uses to support specific points.		<ul style="list-style-type: none"> • RI.2.8.pdf: Describe how reasons support specific points the author makes in a text.



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
RANGE AND COMPLEXITY (RC)		
<i>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
12.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> • Song: Reading Detective • Read-Along Books (See list of titles at end of document) • Map the Story • Peek at the Story • Check My Guess • Fluency Comprehension 	<ul style="list-style-type: none"> • RF.2.4a.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 30 Readable Books/Fluency, Comprehension and Speed Titles (See list at end of document)
12.2 Read independently for sustained periods of time.	Waterford Reading is based on a scaffolded design with appropriate scope and sequence which allows students to work independently daily. This independence provides students with the opportunity to build their stamina and to enjoy reading on their own.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Waterford guides and supports children as they become independent, self-guided learners. Through immediate feedback, ongoing review and assessment, and guidance, children gain a sense of their own progress and need for improvement.	
WRITING (W)		
MEANING, CONTEXT, AND CRAFT (MCC)		
<i>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</i>		
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> • Word Processor 	<ul style="list-style-type: none"> • W.2.1.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 1: Write arguments to support claims with clear reasons and relevant evidence continued.</i>		
1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite: Mapping; Word Bank; Title • First Draft • Edit: Capitals; End Punctuation; Commas; Spelling; Tricky Spelling • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Word Processor 	
<i>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>		
2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		<ul style="list-style-type: none"> • W.2.2.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree
2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite: Mapping; Word Bank; Title • First Draft • Edit: Capitals; End Punctuation; Commas; Spelling; Tricky Spelling • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Word Processor 	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<p><i>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</i></p>		
<p>3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.</p>		<ul style="list-style-type: none"> • W.2.3.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - I Met a Monster - Turtle’s Pond - Bandage Bandit - The Story Cloth - Snake Weaves a Rug - Lorenzo’s Llama - The Sweater - The Courage to Learn - Why Wind and Water Fight - The Bee’s Secret - Macaw’s Chorus - How Rivers Began - Pencil Magic - Elephant Upstairs - Reaching Above
<p>3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p>	<ul style="list-style-type: none"> • Writing Introduction • Prewrite: Mapping; Word Bank; Title • First Draft • Edit: Capitals; End Punctuation; Commas; Spelling; Tricky Spelling • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Word Processor 	<ul style="list-style-type: none"> • W.2.7.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
LANGUAGE (L)		
<i>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</i>		
4.1 Use collective nouns.	<ul style="list-style-type: none"> • Book: Reaching Above—Vocabulary word: Flock • Irregular Plurals 	
4.2 Form and use frequently occurring irregular plural nouns.	<ul style="list-style-type: none"> • Song: Strange Spelling • Irregular Plurals 	<ul style="list-style-type: none"> • L.2.1b.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose are Not Meese - Plural Nouns
4.3 Use reflexive pronouns.		<ul style="list-style-type: none"> • L.2.1c.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> - Contractions Worksheets - Possessive Nouns Worksheets
4.4 Form and use the past tense of frequently occurring irregular verbs.	<ul style="list-style-type: none"> • Song: Irregular Verbs • Irregular Verbs 	<ul style="list-style-type: none"> • L.2.1d.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> - Writing About the Past Activity - Irregular Verbs Worksheet
4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> • Songs: Adverbs, Adjectives Describe • Adverbs • Adjectives 	<ul style="list-style-type: none"> • L.2.1e.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives Practice Page - Adverbs Practice Page
4.6 Use positional, time, and place prepositional phrases.	<ul style="list-style-type: none"> • Song: Preposition Ship 	
4.7 Use conjunctions.		<ul style="list-style-type: none"> • L.1.1g.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> - Worksheets: Conjunctions
4.8 Produce, expand, and rearrange complete simple and compound sentences.	<ul style="list-style-type: none"> • Revise: Start Sentences Differently; Add Details; Use Interesting Words 	<ul style="list-style-type: none"> • L.2.1f.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence Practice Page
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>		
5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.	<ul style="list-style-type: none"> • Songs: Capital Letters-Titles; Days; Places; Proper Nouns • Edit Capitals • Edit Calendar Capitals 	<ul style="list-style-type: none"> • L.2.2a.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization Practice Page



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing continued.</i>		
<p>5.2 Use:</p> <ul style="list-style-type: none"> a. periods, question marks, or exclamation marks at the end of sentences b. commas in greetings and closings of letters, dates, and to separate items in a series c. apostrophes to form contractions and singular possessive nouns. 	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma; Apostrophe Pig; Contraction Action • Books: Today I Write a Letter; Andrew’s News • Edit End Punctuation • Edit Commas • Contractions 	<ul style="list-style-type: none"> • L.2.2c.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Contractions Practice Pages - Possessive Nouns Practice Pages
<p>5.3 Generalize learned spelling patterns and word families.</p>	<ul style="list-style-type: none"> • Spell and Blend • Spelling • Editing: Check Spelling; Check Tricky Spelling • Make and Spell • All-Star Spelling • Readable Word Play • Word Recognition 	<ul style="list-style-type: none"> • L.2.2d.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - Lesson 1: /ā/ - Lesson 2: /ō/ - Lesson 3: /ī/ - Lesson 4: /ū/ - Lesson 5: /ē/, /ā/ - Lesson 6: /ar/ - Lesson 7: /oo/ as in book - Lesson 8: /oo/ as in zoo - Lesson 9: /ō/ - Lesson 10: /ow/ - Lesson 11: /ow/ - Lesson 12: /oi/ - Lesson 13: /aw/ - Lesson 14: /ō/ - Lesson 15: /er/ - Lesson 16: /or/ - Lesson 17: /ng/ - Lesson 18: /ī/ - Lesson 19: /ī/ - Lesson 20: /ō/ - Lesson 21: /oo/ Letter team ew as in new and few - Lesson 22: /oo/ Letter team ue as in blue - Lesson 23: /e/ - Lesson 24: Homophones



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing continued.</i>		
5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Spell and Blend • Spelling • Make and Spell • All-Star Spelling • Spelling Exploration • Spelling Scramble • Readable Word Play • Word Recognition • Guess the Word • Mystery Word Pinball 	<ul style="list-style-type: none"> • RF.2.3b.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lessons 1-20 • L.2.2d.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - Lessons 1-24
5.5 Consult print and multimedia resources to check and correct spellings.	<ul style="list-style-type: none"> • Song: Reading Detective, Build Vocabulary 	<ul style="list-style-type: none"> • L.2.2e.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <ul style="list-style-type: none"> - Vocabulary Dictionary • L.2.4e.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary
RANGE AND COMPLEXITY (RC)		
<i>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</i>		
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.		<ul style="list-style-type: none"> • W.2.1; W.2.2; W.2.3; W.2.7; W.2.8: All writing activities encourage students to write routinely for a variety of purposes.
6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.		<ul style="list-style-type: none"> • W.2.1; W.2.2; W.2.3; W.2.7; W.2.8: All writing activities provide an opportunity for students to practice appropriate handwriting techniques and produce grade-appropriate text using legible writing.
6.3 Students are expected to build upon and continue applying previous learning.	Writing activities in Waterford Early Learning are designed to review, practice, and develop previously taught skills.	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames continued.</i>		
6.4 Begin to develop efficient keyboarding skills.	<ul style="list-style-type: none"> Word Processor 	
6.5 Begin to develop cursive writing.		<ul style="list-style-type: none"> W.2.1; W.2.2; W.2.3; W.2.7; W.2.8: All writing activities provide an opportunity for students to produce grade-appropriate text using legible writing.
COMMUNICATION (C)		
MEANING AND CONTEXT (MC)		
<i>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</i>		
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.		<ul style="list-style-type: none"> SL.2.4.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> Tell a Story Activity
1.2 Apply the skills of taking turns, listening to others, and speaking clearly.		<ul style="list-style-type: none"> SL.2.1a.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Ball Toss Activity
1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.		<ul style="list-style-type: none"> SL.2.4.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> Tell a Story Activity
1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.		<ul style="list-style-type: none"> SL.2.1b.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> Ball Toss Activity
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.		<ul style="list-style-type: none"> SL.2.1b.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> Ball Toss Activity



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</i>		
2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.		<ul style="list-style-type: none"> • SL.2.2.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - 46 Stories for sharing thoughts, ideas, and information.
2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.		<ul style="list-style-type: none"> • SL.2.1b.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> - Ball Toss Activity
<i>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</i>		
3.1 Explain how ideas and topics are depicted in a variety of media and formats.		<ul style="list-style-type: none"> • SL.2.2.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - 46 Stories for sharing thoughts, ideas, and information.
3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> • SL.2.5.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Visual Aids and Recording Activity
LANGUAGE, CRAFT AND STRUCTURE (LCS)		
<i>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</i>		
4.1 Identify speaker's purpose and details that keep the listener engaged.		<ul style="list-style-type: none"> • SL.2.3.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> - Ball Toss Activity
4.2 Determine if the presentation has a logical introduction, body, and conclusion.		
4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.		



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<i>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</i>		
5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.		<ul style="list-style-type: none"> • SL.2.4.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> - Tell a Story Activity
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.		<ul style="list-style-type: none"> • SL.2.4.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> - Tell a Story Activity
DISCIPLINARY LITERACY—ALL GRADE LEVELS		
<p>The South Carolina College- and Career-Ready Standards for English Language Arts 2015 include the Disciplinary Literacy practices listed below:</p> <ul style="list-style-type: none"> • Read, write, and communicate using knowledge of a particular discipline. • Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas. • Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines. 	<p>As a complete curriculum, Waterford Early Learning includes instruction in reading, math, and science. During the science curriculum, students are guided through the scientific process of asking a question, making a hypothesis, gathering data, drawing a conclusion, and then reflecting on the hypothesis. Students follow this process for a wide variety of questions about the world around them. Children use their literacy as well as critical thinking skills when they work on lessons in Waterford Early Learning.</p>	



READING LEVEL ONE

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

READING LEVEL TWO

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

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

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



READING LEVEL THREE

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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

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