

CURRICULUM *Correlation*



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COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
KINDERGARTEN		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws Look at Details 	<ul style="list-style-type: none"> Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> 49 stories with discussion questions to build comprehension
RL.K.2. With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws Sum Up, Remember Order Look at Details Picture Clues What Comes Next? Read with Me Books Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> 11 stories with discussion ideas to build comprehension
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> Describe Characters Look at Details Sum Up, Five Ws Read with Me Books Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> 21 stories with discussion questions to build comprehension
Craft and Structure		
RL.K.4. Ask and answer questions about unknown words in a text.	<p>Waterford online books include bolded vocabulary words. When any word is clicked, the word is repeated. When bolded words are clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> Vocabulary Instruction 	

* Waterford Teacher Resources are available for download in the Waterford Manager (<https://manager.waterford.org/>).

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.) • Picture Story 	<ul style="list-style-type: none"> • Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> - Lost Socks - Lumpy Mush - Three Little Kittens - The Alligator in the Library - Garden Visitors
RL.K.6. With prompting and support, name the author and the illustrator of a story and define the role of each in telling the story.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> • Read with Me Books • Decodable Books (See titles at end of document.) • Print Directionality Introduction 	<ul style="list-style-type: none"> • Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <ul style="list-style-type: none"> - Andy's Adventures - Rex Is In a Fix - Little Monkey
Integration of Knowledge and Ideas		
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear. (e.g., what moment in a story an illustration depicts).	<ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story 	<ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess
8. (Not applicable to literature)		
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> • Compare Characters 	<ul style="list-style-type: none"> • Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> - My Super Sticky Sandwich and Lumpy Mush - Lost Socks and Play Ball - At Camp and Family Vacation

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
RL.K.10. Actively engage in group reading activities with purpose and understanding.		<ul style="list-style-type: none"> Group reading activities.pdf: All activities, provide opportunities for engagement in group reading. <ul style="list-style-type: none"> Key details.pdf Story retelling.pdf Identify story elements.pdf Types of text.pdf Author and illustrator.pdf Relationship between picture and story.pdf Compare and contrast.pdf
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Build Knowledge Informational Books (See titles at end of document.) Find an Answer Sum Up, Five Ws Look at Details 	<ul style="list-style-type: none"> Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> Seeing Fingers What Is a Cloud? Legs
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Find an Answer Sum Up, Five Ws Sum Up, Remember Order Look at Details Picture Clues What Comes Next? 	<ul style="list-style-type: none"> Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Seeing Fingers What Is a Cloud? Legs
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm Connect to Me Build Knowledge 	<ul style="list-style-type: none"> Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. <ul style="list-style-type: none"> How to Grow a Garden Think with Me Growing Flowers

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	Waterford online books include bolded vocabulary words. When any word is clicked, the word is repeated. When bolded words are clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
RI.K.5. Identify the front cover, back cover, and title page of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm 	<ul style="list-style-type: none"> Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? Legs
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Print Directionality Introduction 	<ul style="list-style-type: none"> Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? A Story In the Snow
Integration of Knowledge and Ideas		
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> Picture Clues Words Tell About the Pictures Informational Books (See titles at end of document.) Peek at the Story 	<ul style="list-style-type: none"> Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. <ul style="list-style-type: none"> Opposites Watch the Woolly Worm A Story in the Snow
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> Book: What Is a Cloud? 	<ul style="list-style-type: none"> Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> How to Grow a Garden Think with Me
RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. <ul style="list-style-type: none"> How to Grow a Garden Growing Flowers Think with Me

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Group reading activities.pdf: All reading activities provide opportunities for engagement in group reading. <ul style="list-style-type: none"> Key details.pdf Identify main topic.pdf Connection between events.pdf Parts of a book.pdf Identifying the author and illustrator.pdf Relating pictures and text.pdf Supporting ideas with reason.pdf Find the similarity between two texts.pdf
READING STANDARDS FOR FOUNDATIONAL SKILLS		
Print Concepts		
RF.K.1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. 	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> Print Concepts Print Directionality Read with Me Books Sing a Rhyme Songs/Books Informational Books Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> Print Directionality
RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> Letters Make Words Picture Story Look, Listen, and Match 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 2
RF.K.1c. 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"> Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> Print Concepts

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Print Concepts <i>continued</i>		
RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Pick the Letter (Letter Checker) • Alphabet Review • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
Phonological Awareness		
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words (Rhyming Words Song) • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - Down by the Bay - Rhyme Match - Rhyming Bingo - Sound Sense Cards
RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Every Sound (Phonemes) • Blend Phonemes (Blend Individual Phonemes) • Find the Picture 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness <i>continued</i>		
RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<ul style="list-style-type: none"> Initial Sounds Right Initial Sound Final Sound Right Final Sound Where is the Sound? 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> Segmenting Sound Sense Playing Cards
RF.K.2e. Add or substitute individual sounds (phonemes) 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 	
Phonics and Word Recognition		
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Letter Sound Screening Sound Room Name That Letter Sound Choose a Sound Where is the Sound? 	
RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song Letter Sound Songs Sound Room Letter Sound Name That Letter Sound Choose a Sound 	<ul style="list-style-type: none"> Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> Phonics and Word Recognition Long and Short Vowel Cards
RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<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 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition <i>continued</i>		
RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> • Rhyme • One Doesn't Rhyme • Finish the Picture • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Choose a Sound • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Where is the Sound? 	
Fluency		
RF.K.4. Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check.pdf: Read emergent-reader texts with purpose and understanding. • Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
WRITING STANDARDS		
Text Types and Purposes		
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). - Write with Me

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes		
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> - Fawn Eyes - A Story in the Snow
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush
Production and Distribution of Writing		
4. Begins in grade 3.		
W.K.5. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.		<ul style="list-style-type: none"> • Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. <ul style="list-style-type: none"> - Family Vacation Creative Writing
W.K.6. With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice, Word Processor activities.	
Research to Build and Present Knowledge		
W.K.7. 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"> • Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> - Think and Write Activity - I Go... - At Camp - Together - Opposites

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge <i>continued</i>		
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Find an Answer • Build Knowledge 	<ul style="list-style-type: none"> • Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites
9. Begins in grade 4.		
Range of Writing		
10. Begins in grade 3.		
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> - My Favorite Things • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
SL.K.1b. Continue a conversation through multiple exchanges.		<ul style="list-style-type: none"> • Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration <i>continued</i>		
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		<ul style="list-style-type: none"> Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> My Super Sticky Sandwich Ooey, Gooney Mud The Alligator in the Library Lost Socks Moving Day Mine
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> Science Investigation 	<ul style="list-style-type: none"> Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> My Super Sticky Sandwich Ooey, Gooney Mud The Alligator in the Library Lost Socks Moving Day Mine
Presentation of Knowledge and Ideas		
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.	<ul style="list-style-type: none"> Look At Details 	<ul style="list-style-type: none"> Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> My Favorite Things
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> My Favorite Things
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.		<ul style="list-style-type: none"> Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> My Favorite Things

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE STANDARDS		
Conventions of Standard English		
L.K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	<ul style="list-style-type: none"> Letter Pictures Letter Trace (Letter Picture Writing) Alphabet Introduction (Distinguish Letters) Similarities and Differences in Letters Alphabet Review 	<ul style="list-style-type: none"> Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> Capital Letter Formation Lowercase Letter Formation Block Letter Letter Picture Handwriting
L.K.1b. Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> Songs: Nouns; Verbs Nouns Verbs 	
L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<ul style="list-style-type: none"> Songs: Nouns; More Than One Nouns Plural Nouns 	
L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> Sum Up, Five Ws 	
L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> Song: Preposition Ship 	<ul style="list-style-type: none"> Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> Prepositions
L.K.1f. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks 	<ul style="list-style-type: none"> Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> Making Up Sentences
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> Song: What Is a Sentence? Sentences 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> I Like Kites Punctuation
L.K.2b. Recognize and name end punctuation.	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentence Marks 	<ul style="list-style-type: none"> Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> I Like Kites Punctuation

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Letter Sound Screening Sound Room Letter Pictures Letter Trace (Letter Picture Writing) Name That Letter Sound Choose a Sound Where is the Sound? 	<ul style="list-style-type: none"> Write consonants and short-vowels.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 Letter Picture Handwriting
L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Letter Sound Screening Sound Room Letter Pictures Letter Trace (Letter Picture Writing) Name That Letter Sound Choose a Sound Barnyard Bash 	<ul style="list-style-type: none"> Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> Spelling by Sound Activity Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> Spelling by Sound Activity
Knowledge of Language		
3. Begins in grade 2.		
Vocabulary Acquisition and Use		
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Waterford online books include bolded vocabulary words. When any word is clicked, the word is repeated. When bolded words are clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> One Word, Two Meanings
L.K.4b. 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"> Song: More Than One Plural Nouns 	<ul style="list-style-type: none"> Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <ul style="list-style-type: none"> Affixes and Inflections

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use <i>continued</i>		
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> Sort Make Comparisons Look at Details 	<ul style="list-style-type: none"> Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> Object Sort
L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> Song: Verbs Book: Opposites Opposites Verbs 	<ul style="list-style-type: none"> Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> Guess the Opposite
L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		<ul style="list-style-type: none"> Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). <ul style="list-style-type: none"> Make Connections
L.K.5d. 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"> Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> Shades-of-Meaning Charades
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> Vocab Introduction Read with Me Books Sing a Rhyme Songs/Books Decodable Books <p>(See titles at end of document.)</p>	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE ONE		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
RL.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Recall Details Ask a Question Sum Up, Five Ws Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> The Three Little Pigs Anansi and the Seven Yarn Hills Mr. Lucky Straw
RL.1.2a. Retell stories, including key details.	<ul style="list-style-type: none"> Recall Details Sum Up, Remember Order Sum Up, Five Ws Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> The Three Little Pigs Mr. Lucky Straw
RL.1.2b. Recognize and understand the central message or lesson.	<ul style="list-style-type: none"> Recall Details Sum Up, Five Ws Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> The Three Little Pigs Mr. Lucky Straw
RL.1.3. Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> Describe Characters Compare Characters Sum Up, Remember Order Sum Up, Five Ws Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> The Three Little Pigs
Craft and Structure		
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> Traditional Tales Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> Lizard and the Painted Rock The Big Mitten The City and the Country Mouse La Tortuga The Shoemaker and the Elves The Brothers The Ugly Duckling

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure <i>continued</i>		
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.	<ul style="list-style-type: none"> Traditional Tales Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> Text Type Activity—Narrative Text Text Type Activity—Informational Text How to Grow a Garden
RL.1.6. Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves 	<ul style="list-style-type: none"> Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> Who Is the Speaker? The Brothers The City Mouse and the Country Mouse Mr. Lucky Straw
Integration of Knowledge and Ideas		
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> Describe Characters Recall Details Sum Up, Five Ws Sum Up, Remember Order Traditional Tales (See titles at end of document.) Peek at the Story 	<ul style="list-style-type: none"> Describe the story.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> The Gingerbread Man The Little Red Hen The City Mouse and the Country Mouse The Brothers
8. (Not applicable to literature)		
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> Describe Characters Compare Characters Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> The City Mouse and the Country Mouse
Range of Reading and Level of Text Complexity		
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<ul style="list-style-type: none"> Build Knowledge Imagine Beyond Traditional Tales Informational Books Readable Books (See titles at end of document.) 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Recall Details Ask a Question Sum Up, Five Ws Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Key details_1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> Water Is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like Jane Goodall I Want to Be a Scientist Like George Washington Carver I Want to Be a Scientist Like Wilbur and Orville Wright
RI.1.2. Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> Recall Details Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Water Is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like Jane Goodall I Want to Be a Scientist Like George Washington Carver I Want to Be a Scientist Like Wilbur and Orville Wright
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> Connect to Me Compare Characters Build Knowledge Recall Details Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver
Craft and Structure		
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>Waterford provides many activities related to vocabulary acquisition and use. Waterford online books include bolded vocabulary words. When any word is clicked, the word is repeated. When bolded words are clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> Books: Animal Bodies; Star Pictures 	<ul style="list-style-type: none"> Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> Animal Bodies Star Pictures

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure <i>continued</i>		
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<ul style="list-style-type: none"> Reading Detective (Build Vocabulary) 	<ul style="list-style-type: none"> Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> How to Grow a Garden
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> Star Pictures
Integration of Knowledge and Ideas		
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Finding key information.pdf: Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> Star Pictures
RI.1.8. Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> How to Grow a Garden
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> How to Grow a Garden Growing Flowers
Range of Reading and Level of Text Complexity		
RI.1.10. With prompting and support read informational texts appropriately complex for grade 1.	<ul style="list-style-type: none"> Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> Informational reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1. <ul style="list-style-type: none"> Water Is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like Jane Goodall I Want to Be a Scientist Like George Washington Carver I Want to Be a Scientist Like Wilbur and Orville Wright

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS FOR FOUNDATIONAL SKILLS		
Print Concepts		
RF.1.1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Capital Letters; Sentence Marks Sentences Sentence Marks Edit Capitals 	<ul style="list-style-type: none"> Sentence features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> Sentence Strips Language Concepts
Phonological Awareness		
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. 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 Letter Sound Name That Sound 	<ul style="list-style-type: none"> Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> Phonics and Word Recognition Long and Short Vowel Cards
RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<ul style="list-style-type: none"> Song: Consonants Together Blend Phonemes (Blend Individual Phonemes) Blend Onset/Rime Sounds Blending Blend Every Sound (Phonemes) Blending Dragon Blending Riddles Word Blending Find the Picture 	<ul style="list-style-type: none"> Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> Blending: Onset-Rime Phoneme Blending Sound Sense Bingo Cards
RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> Initial Sound Right Initial Sound Final Sound Right Final Sound Letter Sound Sound Room Where Is the Sound? 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> Segmenting: First Phoneme Segmenting: Last Phoneme Phoneme Categorization Sound Sense Playing Cards

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness		
RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<ul style="list-style-type: none"> Phoneme Segmentation 	<ul style="list-style-type: none"> Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> Counting Individual Phonemes Phoneme Segmentation Sound Sense Playing Cards
Phonics and Word Recognition		
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	<ul style="list-style-type: none"> Songs: Consonants Together; 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"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun!
RF.1.3b. Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> Songs: Consonants Together; Sneaky Magic E; C and G; Key Words Word Mastery Letter Sound Name That Sound Watch Me Read Key Word Match Pattern Hunt Spell and Blend Word Construction Word Pattern Spelling Say and Trace 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Activities Chart Pattern Word Blending Consonant Blending Pattern Word Building Digraphs:-tch, ch Pattern Word Games Reading Tricks Word Building Activity Letter Cards Key Word Cards Unit Worksheets

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition <i>continued</i>		
RF.1.3c. Know final -e and common vowel team conventions for representing 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 Pattern Hunt Word Blending Word Mastery Games Mystery Words Watch Me Read 	<ul style="list-style-type: none"> Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> Pattern Word Building Word Study Introduction Spelling
RF.1.3d. 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"> Song: Compound Words Syllables Syllable Safari Compound Words Watch Me Read 	<ul style="list-style-type: none"> Relationship of vowel to syllable.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
RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> Song: Compound Words Compound Words Syllables Syllable Safari Take Away Syllables Watch Me Read 	<ul style="list-style-type: none"> Two-syllable letter patterns.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
RF.1.3f. 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"> Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> Pattern Word Building: Double the Letter Language Concept: Plural Nouns
RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> Readable Books Traditional Tales (See titles at end of document.) Word Mastery Power Words Spelling Scramble 	<ul style="list-style-type: none"> Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> Say, Spell, Write Power Word Cards

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency		
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Reading Tutorial • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Waterford Books
RF.1.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Reading Tutorial • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets
RF.1.4c. 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 • Mystery Words • Use a Clue • Watch Me Read 	<ul style="list-style-type: none"> • Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Use-a-clue
WRITING STANDARDS		
Text Types and Purposes		
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> • Play and Practice Tutorial • Play and Practice, Word Processor 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities
W.1.2. 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"> • Play and Practice Tutorial • Play and Practice, Word Processor 	<ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> - Topical Writing Activities

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes <i>continued</i>		
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> • Play and Practice Tutorial • Play and Practice, Word Processor 	<ul style="list-style-type: none"> • Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> - Narrative Writing Activities
Production and Distribution of Writing		
4. Begins in grade 3.		
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		<ul style="list-style-type: none"> • Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Waterford includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice, Word Processor activities.	
Research to Build and Present Knowledge		
W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		<ul style="list-style-type: none"> • Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
9. Begins in grade 4.		
Range of Writing		
10. Begins in grade 3.		

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		<ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity
SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		<ul style="list-style-type: none"> Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> Discussion Rules Activity
SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.	<ul style="list-style-type: none"> Ask a Question Recall Details 	<ul style="list-style-type: none"> Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> Discussion Rules Activity
SL.1.2. 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"> Ask a Question Recall Details Sum Up, Five Ws 	<ul style="list-style-type: none"> Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> The Three Little Pigs Anansi and the Seven Yarn Hills Mr. Lucky Straw
SL.1.3. 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 a Question Recall Details 	<ul style="list-style-type: none"> Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> Ask and Answer Activity

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas		
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> Look at Details 	<ul style="list-style-type: none"> Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> Ask and Answer Activity
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. 	<ul style="list-style-type: none"> Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> Visual Aids and Recording Activity
SL.1.6. Produce complete sentences when appropriate to task, audience, and situation.	<ul style="list-style-type: none"> Song: What Is a Sentence? 	<ul style="list-style-type: none"> Sentence production.pdf: All activities in Speaking and Listening provide opportunities to practice producing complete sentences. <ul style="list-style-type: none"> Class discussion.pdf Conversation building.pdf Ask questions.pdf Key details.pdf Gathering additional information through questions.pdf Use relevant details to express ideas and feelings.pdf Expressing ideas through pictures.pdf
LANGUAGE STANDARDS		
Conventions of Standard English		
L.1.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Legibly print all upper- and lowercase letters. 	<ul style="list-style-type: none"> Letter Pictures Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> Letter Picture Handwriting (Aa-Zz)
L.1.1b. Use common, proper, and possessive nouns.	<ul style="list-style-type: none"> Songs: Apostrophe Pig; Nouns Nouns Possessive Nouns 	<ul style="list-style-type: none"> Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> Skill Builder Song: Nouns Nouns

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<ul style="list-style-type: none"> Songs: More Than One; Nouns; What Is a Sentence? Nouns Plural Nouns Verbs 	<ul style="list-style-type: none"> Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> Plural Nouns Verbs and Nouns Verb Endings
L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	<ul style="list-style-type: none"> Song: Pronouns Pronouns 	<ul style="list-style-type: none"> Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> Pronouns
L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<ul style="list-style-type: none"> Song: It Happened Yesterday; Verbs Verbs Past Tense Verbs 	<ul style="list-style-type: none"> Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> Verbs
L.1.1f. Use frequently occurring adjectives.	<ul style="list-style-type: none"> Song: Adjectives Describe Adjectives 	<ul style="list-style-type: none"> Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> Who Am I? Adjectives
L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).		<ul style="list-style-type: none"> Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> Conjunctions
L.1.1h. Use determiners (e.g., articles, demonstratives).		<ul style="list-style-type: none"> Determiners.pdf: Use determiners. <ul style="list-style-type: none"> Determiners
L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).	<ul style="list-style-type: none"> Song: Preposition Ship 	<ul style="list-style-type: none"> Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> Preposition
L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> Song: What Is a Sentence?; Sentence Marks Sentences Sentence Marks 	<ul style="list-style-type: none"> Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Types of Sentences Skill Builder Song

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.	<ul style="list-style-type: none"> Songs: Capital Letters (Proper Nouns)(Days) Edit Capitals Edit Calendar Capitals 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> Capitalization
L.1.2b. Use end punctuation for sentences.	<ul style="list-style-type: none"> Song: What Is a Sentence?; Sentence Marks Sentences Sentence Marks Edit End Punctuation 	<ul style="list-style-type: none"> Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> A Closer Look What's My Sentence? Sentence Strips Punctuation Sentences
L.1.2c. Use commas in dates and to separate single words in a series.	<ul style="list-style-type: none"> Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks Edit Commas Sentence Marks 	<ul style="list-style-type: none"> Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> Commas
L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<ul style="list-style-type: none"> Song: Double the Fun Double the Fun Word Pattern Spell and Blend Word Blending Say and Trace Spelling Scramble 	
L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<ul style="list-style-type: none"> Letter Sound Spelling Scramble Spell and Blend Word Blending Word Pattern Say and Trace Word Pattern Spelling 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun!
Knowledge of Language		
3. Begins in grade 2.		

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use		
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> Song: Look for a Clue Books: Animal Bodies; Star Pictures Use a Clue Rusty and Rosy's Clues Readable Books (See titles at end of document.)	<ul style="list-style-type: none"> Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> Animal Bodies Star Pictures Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> Can Matilda Get the Cheese? What Is in the Tree? Will You Play with Me?
L.1.4b. Use frequently occurring affixes (prefixes and suffixes) as a clue to the meaning of a word.	<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"> Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> Affixes and Inflections
L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<ul style="list-style-type: none"> Song: Tricky Y to I Change Y to I 	<ul style="list-style-type: none"> Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms. <ul style="list-style-type: none"> Affixes and Inflections
L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> Book: The Birds, the Beast, and the Bat Sort 	<ul style="list-style-type: none"> Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> Sorting Objects
L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		<ul style="list-style-type: none"> Defining words.pdf: Define words by category and by one or more key attributes. <ul style="list-style-type: none"> Sorting Objects

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use <i>continued</i>		
L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<ul style="list-style-type: none"> • Connect to Me • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> – Making Connections
L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs 	<ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> – Shades of Meaning: Verbs and Adjectives
L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Readable Books • Informational Books • Traditional Tales (See titles at end of document.) 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE TWO		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
RL.2.1. 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"> Describe Characters Find an Answer Sum Up, Five Ws Sum Up, Remember Order Compare Characters Map the Story 	<ul style="list-style-type: none"> Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> 52 Online books to practice strategies for understanding.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> Read-Along Books Fluency, Comprehension, and Speed Books Informational Books (See titles at end of document.) Sum Up, Remember Order 	<ul style="list-style-type: none"> Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> Why Wind and Water Fight The Snow Lion How Rivers Began The Story of Tong and Mai Nhia
RL.2.3. Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> Describe Characters Compare Characters: Why Wind and Water Fight Map the Story Sum Up, Remember Order Sum Up, Five Ws Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> What if You Were an Octopus? Why Wind and Water Fight
Craft and Structure		
RL.2.4. Describe how words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines.) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> Books: Bad News Shoes; I Hate Peas; Movin' to the Music Expression: Phrases 	<ul style="list-style-type: none"> Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> Poetry Book 1 Poetry Book 2 Bad News Shoes Movin' to the Music Time Winter Snoozers

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure <i>continued</i>		
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> Song: Reading Detective Sum Up, Remember Order Map the Story 	
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> Books: Why Wind and Water Fight; Three Billy Goats Gruff Compare Characters Expression: Quotations 	<ul style="list-style-type: none"> Point of view.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <ul style="list-style-type: none"> Story Structure Activity
Integration of Knowledge and Skills		
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> Read-Along Books (See titles at end of document.) Compare Characters Map the Story Sum Up, Remember Order Peek at the Story Check My Guess 	<ul style="list-style-type: none"> Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> 27 Online books to demonstrate understanding characters, setting, and plot.
8. (Not applicable to literature.)		
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories.) by different authors or from different cultures.	<ul style="list-style-type: none"> Compare Characters Read-Along Books Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. Story Variations Activity
Range of Reading and Level of Text Complexity		
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> Reading Detective (Peek at the Story/Check My Guess) Read-Along Books Informational Books (See titles at end of document.) Sum Up, Five Ws Build Knowledge Sum Up, Remember Order Map the Story Fluency Comprehension 	<ul style="list-style-type: none"> Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> 30 Online books with Comprehension Discussion Activities

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
RI.2.1. 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"> • Compare Characters • Map the Story • Sum Up, Remember Order • Reading Detective (Peek at the Story/Check My Guess) • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes
RI.2.2. 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"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the main topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee's Secret - Reaching Above
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> • Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison, Stephen Hawking, Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain, Thales, Archimedes, Ada Byron Lovelace • Build Knowledge 	<ul style="list-style-type: none"> • Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs
Craft and Structure		
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> • Vocabulary Introduction: Present; Definitions; Matching • Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi's Perimeter 	<ul style="list-style-type: none"> • Find the meaning of a word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure <i>continued</i>		
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons.) to locate key facts or information in a text efficiently.	<ul style="list-style-type: none"> Reading Detective (Build Vocabulary) 	<ul style="list-style-type: none"> Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> How to Grow a Garden
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> Great White Bird The Pizza Book The Piñata Book The Talking Lizard The Courage to Learn The Bee's Secret Reaching Above
Integration of Knowledge and Skills		
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works.) contribute to and clarify a text.	<ul style="list-style-type: none"> Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book 	<ul style="list-style-type: none"> Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> How to Grow a Garden
RI.2.8. Describe how reasons or evidence support specific points the author makes in a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> How to Grow a Garden
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> Books: Louis Braille and Seeing Fingers 	<ul style="list-style-type: none"> Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic. <ul style="list-style-type: none"> Venn Diagram Activity: Penguins and Falcons

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> Informational Books: Sound; White-tailed Deer; the Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; The Bee's Secret; Reaching Above; Your Backyard; Fossils Under Our Feet; Water; Inventions All Around; I Want to Be a Scientist Like... Thomas Edison, Stephen Hawking, Alexander von Humboldt; I Want to Be a Mathematician Like... Sophie Germain, Thales, Archimedes, Ada Byron Lovelace 	
READING STANDARDS FOR FOUNDATIONAL SKILLS		
Print Concepts		
1. Mastered in grade 1.		
Phonological Awareness		
2. Mastered in grade 1.		
Phonics and Word Recognition		
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Guess the Word Mystery Word Pinball Word Recognition 	<ul style="list-style-type: none"> Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> Lesson 1: /ā/ Lesson 2: /ō/ Lesson 3: /ī/ Lesson 3: /ū/ Readable Check Sheets

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition <i>continued</i>		
RF.2.3b. Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Make and Spell All-Star Spelling Guess the Word Mystery Word Pinball Spelling Instruction Spelling Game Word Recognition Spell and Blend Spelling Scramble 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones Readable Check Sheets
RF.2.3c. Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> Word Recognition Automatic Word Recognition Power Words Readable Books Read-Along Books (See titles at end of document.) All-Star Spelling 	<ul style="list-style-type: none"> Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> Fluency Check Sheets
RF.2.3d. Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun Word Work Prefixes Suffixes Comparatives Change Y to I 	<ul style="list-style-type: none"> Prefix and suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> Lesson 30: Prefixes and Suffixes Invent a Word: Prefixes Build a Word: Prefixes Past Tense Verb Prefixes Suffixes
RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> Word Work Word Recognition Power Words Spelling Spelling Exploration All-Star Spelling Make and Spell 	<ul style="list-style-type: none"> Inconsistent words.pdf: Identify words with inconsistent but common spelling-sound correspondences. <ul style="list-style-type: none"> Spelling and Sounds Activity

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition <i>continued</i>		
RF.2.3f. 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 • Word Work • Power Words 	<ul style="list-style-type: none"> • Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /i/ - Lesson 2: /ō/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals
Fluency		
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 30 Online books to practice reading with purpose and understanding
RF.2.4b. Read on-level text orally with accuracy, appropriate rate, and expression 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 (See titles at end of document.) 	<ul style="list-style-type: none"> • Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets
RF.2.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Use a Clue • Mystery Words • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Using the root word to determine meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Fluency Check Sheets

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING STANDARDS		
Text Types and Purposes		
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also,) to connect opinion and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing narratives.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"> - 15 Story examples with suggestions for student writing.
Production and Distribution of Writing		
4. Begins in grade 3.		
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing <i>continued</i>		
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> Word Processor Tutorial Word Processor 	<ul style="list-style-type: none"> Writing resources offer suggestions for students to produce and publish writing using technology independently, as well as encouraging collaboration.
Research to Build and Present Knowledge		
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.).		<ul style="list-style-type: none"> Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> Noise? What Noise? Discovering Dinosaurs The Story Cloth Little Tree
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge Step Into the Story 	<ul style="list-style-type: none"> Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> All on the Same Earth The Bee's Secret
9. Begins in grade 4		
Range of Writing		
10. Begins in grade 3.		
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
SL.1.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.).	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Ball Toss Activity

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration <i>continued</i>		
SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.		<ul style="list-style-type: none"> Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> Ball Toss Activity
SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.		<ul style="list-style-type: none"> Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> Ball Toss Activity
SL.2.2. 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"> Read-Along Books Fluency, Speed, and Comprehension Books Informational Books Readable Books (See titles at end of document.) Build Knowledge 	<ul style="list-style-type: none"> Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> 45 Online books for listening for Key Ideas and Details
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		<ul style="list-style-type: none"> Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> Ball Toss Activity
Presentation of Knowledge and Ideas		
SL.2.4. 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"> Step Into the Story 	<ul style="list-style-type: none"> Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> Tell a Story Activity
SL.2.5. Create audio recordings of stories or poems with the guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> Visual Aids and Recording Activity

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas <i>continued</i>		
SL.2.6. Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> Song: What Is a Sentence? Sentences 	<ul style="list-style-type: none"> Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences. <ul style="list-style-type: none"> Class discussion.pdf Conversation building.pdf Ask questions.pdf Key details.pdf Gathering additional information through questions.pdf Story telling.pdf Creating stories.pdf
LANGUAGE STANDARDS		
Conventions of Standard English		
L.2.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group.).	<ul style="list-style-type: none"> Irregular Plurals 	
L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish.).	<ul style="list-style-type: none"> Song: Strange Spelling Book: Moose Are Not Meese Irregular Plurals Plural Nouns 	<ul style="list-style-type: none"> Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> Moose Are Not Meese Plural Nouns
L.2.1c. Use reflexive pronouns (e.g., myself, ourselves.) and indefinite pronouns (e.g., anyone, everything.).	<ul style="list-style-type: none"> Song: Pronouns Pronouns 	<ul style="list-style-type: none"> Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> Reflexive Pronouns
L.2.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told.).	<ul style="list-style-type: none"> Song: Irregular Verbs Irregular Verbs 	<ul style="list-style-type: none"> Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> Writing About the Past Activity Irregular Verbs

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
L.2.1e. 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 Revise: Add Details; Use Interesting Words 	<ul style="list-style-type: none"> Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> Treasure Hunt: Adjectives and Adverbs Simon Says: Verbs, Adverbs and Adjectives Adjectives Adverbs
L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.).	<ul style="list-style-type: none"> Revise: Start Sentences Differently; Add Details; Use Interesting Words 	<ul style="list-style-type: none"> Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> Change the Sentence
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	<ul style="list-style-type: none"> Song: Capital Letters Edit Capitals 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> Capitalization
L.2.2b. Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> Song: Comma, Comma, Comma Edit Commas 	
L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> Songs: Apostrophe Pig; Contraction Action Contractions Possessive Nouns 	<ul style="list-style-type: none"> Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> Contractions Possessive Nouns

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil.).	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters Power Words Word Work Spell and Blend Spelling Instruction Spelling Exploration Make and Spell All-Star Spelling Word Pattern Spelling Editing: Check Spelling; Check Tricky Spellings 	<ul style="list-style-type: none"> Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones
L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> Reading Detective: Build Vocabulary 	<ul style="list-style-type: none"> Consulting reference materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <ul style="list-style-type: none"> Vocabulary Dictionary
Knowledge of Language		
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	<ul style="list-style-type: none"> Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> Tell a Story Activity
Vocabulary Acquisition and Use		
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> Vocabulary Introduction: Present; Definitions; Matching Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi's Perimeter Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus Rusty and Rosy's Clues Look For a Clue Use a Clue 	<ul style="list-style-type: none"> Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> Can Matilda Get the Cheese? What Is in the Tree? Will You Play With Me?

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use <i>continued</i>		
L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell.)	<ul style="list-style-type: none"> Song: Put It at the Front; Key Words Prefixes 	<ul style="list-style-type: none"> Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> Invent a Word: Prefixes and Suffixes Build a Word: Prefixes and Suffixes Prefixes
L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional.).	<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"> Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> Comparatives Prefixes Suffixes
L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark.).	<ul style="list-style-type: none"> Songs: Compound Words; Key Words Compound Words 	
L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> Reading Detective: Build Vocabulary 	<ul style="list-style-type: none"> Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> Vocabulary Dictionary
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy.).	<ul style="list-style-type: none"> Vocabulary Introduction: Present; Definitions; Matching Song: Adjectives Describe Adjectives 	<ul style="list-style-type: none"> Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> Word Card Activity
L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl.) and closely related adjectives (e.g., thin, slender, skinny, scrawny.).	<ul style="list-style-type: none"> Song: Synonym Tree Synonyms 	<ul style="list-style-type: none"> Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> Shades of Meaning Charades

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use <i>continued</i>		
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs 	
GRADE THREE		
READING: LITERATURE		
Key Ideas and Details		
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Key Ideas and Details <i>continued</i>		
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	
Craft and Structure		
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure <i>continued</i>		
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	
Integration of Knowledge and Ideas		
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	
RL.3.8 (RL.3.8 not applicable to literature)		

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas <i>continued</i>		
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	
Range of Reading and Level of Text Complexity		
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	
INFORMATIONAL TEXT		
Key Ideas and Details		
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<i>Book</i> <ul style="list-style-type: none"> • Hope Solo: My Story 	
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<i>Book</i> <ul style="list-style-type: none"> • Hope Solo: My Story 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Key Ideas and Details <i>continued</i>		
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<i>Book</i> <ul style="list-style-type: none"> Hope Solo: My Story 	
Craft and Structure		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<i>Book</i> <ul style="list-style-type: none"> Hope Solo: My Story 	
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<i>Book</i> <ul style="list-style-type: none"> Hope Solo: My Story 	
RI.3.6 Distinguish their own point of view from that of the author of a text.	<i>Book</i> <ul style="list-style-type: none"> Hope Solo: My Story 	
Integration of Knowledge and Ideas		
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<i>Book</i> <ul style="list-style-type: none"> Hope Solo: My Story 	
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<i>Book</i> <ul style="list-style-type: none"> Hope Solo: My Story 	
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	<i>Book</i> <ul style="list-style-type: none"> Hope Solo: My Story 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	<i>Book</i> <ul style="list-style-type: none"> • Hope Solo: My Story 	
Phonics and Word Recognition		
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. 	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency		
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	<ul style="list-style-type: none"> • The One and Only Ivan: Find Related Books; Read with Expression; Discover Vocabulary Through Content • Coraline: Read with Expression; Sing Songs with Fluency; Read Dialogue • The Secret Garden: Reading Fluently with Punctuation; Reading with Emotion; Understanding Suffixes • Satch and Me: Reading with Expression; Understanding Accents • Ruby Holler: Read with Expression; Partner Read; Questions for Unknown Words • Sarah Plain and Tall: Oral Reading of Skylark; Create a Word Wall • Ella Enchanted: Reading Dialogue; Fluency Strategies; Explaining How to Use Context Clues • Matilda: Reading for a Purpose; Reading with Expression; Determine the Meaning of Unknown Words • Hope Solo: My Story: Reading Fluently; Multiple Meaning Words
WRITING		
Text Types and Purposes		
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>B. Provide reasons that support the opinion.</p> <p>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>D. Provide a concluding statement or section.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • The Secret Garden • Satch and Me • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<ul style="list-style-type: none"> • The One and Only Ivan: Letters to Julia and George • The Secret Garden: Should the Secret Garden Stay Secret? • Satch and Me: Opinion Writing Prompt • Ruby Holler: Heroes and Villains Writing • Sarah Plain and Tall: Write a Letter • Ella Enchanted: Opening Argument for a Virtue or a Fault • Matilda: Five Paragraph Essay • Hope Solo: My Story: Book Recommendation

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes <i>continued</i>		
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a concluding statement or section.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<ul style="list-style-type: none"> • The One and Only Ivan: Create Fact Sheets • Coraline: Biography About a Brave Person • The Secret Garden: Country Research • Satch and Me: Historical Person Research • Sarah Plain and Tall: Character Paper Bag Profile • Ella Enchanted: Comparing and Contrasting Cinderella Stories • Matilda: Linking Words • Hope Solo: My Story: Research on Famous Athlete
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<ul style="list-style-type: none"> • The One and Only Ivan: Continue the Story • Coraline: Story from a Different Character's Viewpoint • The Secret Garden: A Secret Place • Satch and Me: Write an Epilogue • Ruby Holler: Trip Stories • Sarah Plain and Tall: Story Extension • Ella Enchanted: Story Extension • Matilda: Accomplishing a Goal • Hope Solo: My Story: Narrative Writing About Meeting Hope Solo

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<i>Books</i> <ul style="list-style-type: none"> • Satch and Me • Sarah Plain and Tall • Ella Enchanted 	<ul style="list-style-type: none"> • Satch and Me: Point of View Writing • Sarah Plain and Tall: Summary Writing • Ella Enchanted: Editing Olive's Letter
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	<i>Book</i> <ul style="list-style-type: none"> • Hope Solo: My Story 	<ul style="list-style-type: none"> • Hope Solo: My Story: Essay on Sport of Interest
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		<ul style="list-style-type: none"> • Writing resources offer suggestions for students to produce and publish writing using technology independently, as well as encouraging collaboration.

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge		
W.3.7 Conduct short research projects that build knowledge about a topic.	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Hope Solo: My Story 	<ul style="list-style-type: none"> • The One and Only Ivan: Present to the Class • Coraline: Literary Genre Research • The Secret Garden: How to Be Healthy • Satch and Me: Jim Crow Research • Ruby Holler: Research a Topic • Sarah Plain and Tall: Research on Setting • Ella Enchanted: Research Dances • Hope Solo: My Story: Sport Research
Research to Build and Present Knowledge <i>continued</i>		
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<i>Book</i> <ul style="list-style-type: none"> • Matilda 	<ul style="list-style-type: none"> • Matilda: Paraphrase an Article
W.3.9 (W.3.9 begins in grade 4)		
Range of Writing		
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<ul style="list-style-type: none"> • Writing suggestions provided offer multiple opportunities for students to write over short or extended time frames and for specific tasks or purposes.

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING		
Comprehension and Collaboration		
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Sarah Plain and Tall • Ella Enchanted • Hope Solo: My Story 	<ul style="list-style-type: none"> • The One and Only Ivan: Organize a Book Club Day • Coraline: Movie Casting Discussion • The Secret Garden: Magic or Not? • Sarah Plain and Tall: Present Book to Younger Class • Ella Enchanted: Accountable Talk • Hope Solo: My Story: Discussion on Being Famous

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration <i>continued</i>		
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<ul style="list-style-type: none"> • The One and Only Ivan: Summarize in One Word • Coraline: Alice in Wonderland Comparison • The Secret Garden: Analyze a Movie Trailer • Ruby Holler: Partner Reading and Summarizing • Sarah Plain and Tall: Analyzing Cover Art • Ella Enchanted: Main Idea of Story • Matilda: Summary of a Roald Dahl Book • Hope Solo: My Story: Video Discussion
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • The Secret Garden • Satch and Me • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<ul style="list-style-type: none"> • The One and Only Ivan: Discuss Creating Habitats • The Secret Garden: Believe in Yourself Discussion • Satch and Me: Jackie Robinson Discussion • Ruby Holler: Social Worker Discussion • Sarah Plain and Tall: Farmer Guest Speaker • Ella Enchanted: Video Interview Discussion • Matilda: Summary Sharing • Hope Solo: My Story: Comparing and Contrasting Sports
Presentation of Knowledge and Ideas		
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<i>Books</i> <ul style="list-style-type: none"> • The Secret Garden • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<ul style="list-style-type: none"> • Sarah Plain and Tall: Compare and Contrast Maine and Nebraska • Ella Enchanted: Story About Communication • Matilda: Discussion of Important People in Students' Lives • Hope Solo: My Story: Handling Sadness
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • The Secret Garden • Satch and Me • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Hope Solo: My Story 	<ul style="list-style-type: none"> • The One and Only Ivan: Do a Dramatic Reading • The Secret Garden: Scene Retelling—Visual Display • Satch and Me: Negro League Player Presentation • Ruby Holler: Dramatic Reading Recordings • Sarah Plain and Tall: Audio Recording of Chapter Eight • Ella Enchanted: Ayorthian Homecoming Song Audio Recording • Hope Solo: My Story: Audio Recording of Favorite Scene

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas <i>continued</i>		
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Satch and Me • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Hope Solo: My Story 	<ul style="list-style-type: none"> • The One and Only Ivan: Ask Questions • Ruby Holler: Recording Presentations • Sarah Plain and Tall: End of Book Partner Discussion • Ella Enchanted: Speaking to Royalty • Hope Solo: My Story: Athlete Presentations
LANGUAGE		
Conventions of Standard English		
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences. 	<i>Books</i> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>B. Use commas in addresses.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>D. Form and use possessives.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	
Knowledge of Language		
<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use		
<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use <i>continued</i>		
<p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	
<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE FOUR		
READING: LITERATURE		
Key Ideas and Details		
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas		
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	
RL.4.8 (RL.4.8 not applicable to literature)		
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys 	
Range of Reading and Level of Text Complexity		
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
INFORMATIONAL TEXT		
Key Ideas and Details		
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Book</i> <ul style="list-style-type: none"> One Thousand Paper Cranes 	
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<i>Book</i> <ul style="list-style-type: none"> One Thousand Paper Cranes 	
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<i>Book</i> <ul style="list-style-type: none"> One Thousand Paper Cranes 	
Craft and Structure		
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<i>Book</i> <ul style="list-style-type: none"> One Thousand Paper Cranes 	
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<i>Book</i> <ul style="list-style-type: none"> One Thousand Paper Cranes 	
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<i>Book</i> <ul style="list-style-type: none"> One Thousand Paper Cranes 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<i>Book</i> <ul style="list-style-type: none"> One Thousand Paper Cranes 	
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<i>Book</i> <ul style="list-style-type: none"> One Thousand Paper Cranes 	
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<i>Book</i> <ul style="list-style-type: none"> One Thousand Paper Cranes 	
Range of Reading and Level of Text Complexity		
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Book</i> <ul style="list-style-type: none"> One Thousand Paper Cranes 	
Phonics and Word Recognition		
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<i>Books</i> <ul style="list-style-type: none"> Wonder Bridge to Terabithia Bud, Not Buddy Hoot James and the Giant Peach The Graveyard Book One Thousand Paper Cranes Eight Keys When You Reach Me 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency		
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	<ul style="list-style-type: none"> • Wonder: Understanding Grammar When Reading; Strategies for Comprehension • The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms • One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms • Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading • Bud, Not Buddy: Reading with Punctuation; Using Syllables with Unfamiliar Words • Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words • James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words • When You Reach Me: Understanding Reading Rate • Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING		
Text Types and Purposes		
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>B. Provide reasons that are supported by facts and details.</p> <p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>D. Provide a concluding statement or section related to the opinion presented.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys 	<ul style="list-style-type: none"> • Wonder: Topic Sentence About Bravery • The Graveyard Book: Revenge: Right or Wrong • One Thousand Paper Cranes: Dropping the Atomic Bomb • Bridge to Terabithia: Fair Punishment? • Bud, Not Buddy: Sentimental Items • Hoot: Opinion of Dana • James and the Giant Peach: Qualities of a Leader • When You Reach Me: Is Marcus a Bully? • Eight Keys: Homework—Yes or No?

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes <i>continued</i>		
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • When You Reach Me • Eight Keys 	<ul style="list-style-type: none"> • Wonder: Linking Words List • The Graveyard Book: Explain a New Concept • One Thousand Paper Cranes: Explaining Explosion of Atomic Bomb • Bridge to Terabithia: Letter to the Principal About Bullying • Bud, Not Buddy: Hooverilles Explained • When You Reach Me: How to Make a Cake • Eight Keys: Bullying in School

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes <i>continued</i>		
<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys 	<ul style="list-style-type: none"> • The Graveyard Book: Fitting in With a New Group • One Thousand Paper Cranes: Rewrite a Scene • Bridge to Terabithia: Magical Kingdom Story • Bud, Not Buddy: Book Extension • Hoot: Story Extension—Write a Play • James and the Giant Peach: The Value of Friendship • When You Reach Me: Understanding Epilepsy • Eight Keys: Bullying Roles
Production and Distribution of Writing		
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Wonder • One Thousand Paper Cranes • Hoot • When You Reach Me 	<ul style="list-style-type: none"> • Wonder: Safe Place • One Thousand Paper Cranes: Letter to the Editor • Hoot: Book Summary • When You Reach Me: Favorite Room

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing <i>continued</i>		
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	<i>Book</i> <ul style="list-style-type: none"> James and the Giant Peach 	<ul style="list-style-type: none"> James and the Giant Peach: Coordinating Conjunctions and Compound Sentences
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		<ul style="list-style-type: none"> Writing resources offer suggestions for students to produce and publish writing using technology independently, as well as encouraging collaboration.
Research to Build and Present Writing		
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<i>Books</i> <ul style="list-style-type: none"> Wonder The Graveyard Book One Thousand Paper Cranes Bridge to Terabithia Bud, Not Buddy Hoot James and the Giant Peach When You Reach Me Eight Keys 	<ul style="list-style-type: none"> Wonder: Mandibulofacial Dysostosis Informational Essay The Graveyard Book: Research an Admired Person One Thousand Paper Cranes: Atomic Bomb Survivor Stories Bridge to Terabithia: Research Jacques Cousteau Bud, Not Buddy: Researching Flint, Michigan Hoot: Research Area Animals James and the Giant Peach: Bug Research When You Reach Me: Ways to Stay Safe Eight Keys: What Makes a Good Friend?
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		<ul style="list-style-type: none"> Research suggestions provided include opportunities for students to use prior knowledge, gather information, take notes, and list sources.

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Writing <i>continued</i>		
<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys 	<ul style="list-style-type: none"> • The Graveyard Book: Character Description • One Thousand Paper Cranes: Hiroshima Peace Park Brochure • Bridge to Terabithia: Describing Characters • Bud, Not Buddy: Bud Changes • Hoot: Research Animal Habitats • James and the Giant Peach: Describing Characters • Eight Keys: Describe a Room
Range of Writing		
<p>W.4.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<ul style="list-style-type: none"> • Writing suggestions provided offer multiple opportunities for students to write over short or extended time frames and for specific tasks or purposes.

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING		
Comprehension and Collaboration		
<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys 	<ul style="list-style-type: none"> • Wonder: Video Discussion • The Graveyard Book: Story Extension • One Thousand Paper Cranes: Book Discussion • Bridge to Terabithia: Newbery Medal Discussion • Bud, Not Buddy: Peer Discussion • Hoot: Story Discussion • James and the Giant Peach: Socratic Seminar • When You Reach Me: Nonfiction Article Discussion • Eight Keys: A Harmless Lie
<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bud, Not Buddy • James and the Giant Peach • When You Reach Me • Eight Keys 	<ul style="list-style-type: none"> • Wonder: Book Review Discussion • The Graveyard Book: Author's Inspiration • One Thousand Paper Cranes: Hiroshima Today • Bud, Not Buddy: Role Playing • James and the Giant Peach: Biography of Roald Dahl • When You Reach Me: Bullying Scenario • Eight Keys: Rings of Responsibility

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration <i>continued</i>		
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	<i>Books</i> <ul style="list-style-type: none"> Wonder The Graveyard Book One Thousand Paper Cranes Bridge to Terabithia Bud, Not Buddy Hoot James and the Giant Peach When You Reach Me Eight Keys 	<ul style="list-style-type: none"> Wonder: Wonder Review The Graveyard Book: Book Review One Thousand Paper Cranes: Why Was the Bomb Dropped? Bridge to Terabithia: Author Interview Discussion Bud, Not Buddy: Video Discussion Hoot: Conservation Specialist Presentation James and the Giant Peach: Can Seagulls Lift the Peach? When You Reach Me: Bullying Discussion Eight Keys: Obama's Speech on a Student's Responsibility
Presentation of Knowledge and Ideas		
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<i>Books</i> <ul style="list-style-type: none"> Wonder One Thousand Paper Cranes Bridge to Terabithia Bud, Not Buddy Hoot James and the Giant Peach Eight Keys 	<ul style="list-style-type: none"> Wonder: Making Friends One Thousand Paper Cranes: Chapter Recap Bridge to Terabithia: Perfect Day Bud, Not Buddy: Rely On Yourself Hoot: Researching Book Topics James and the Giant Peach: Student Journeys Eight Keys: Believe in Yourself
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<i>Books</i> <ul style="list-style-type: none"> Wonder One Thousand Paper Cranes Bridge to Terabithia Bud, Not Buddy James and the Giant Peach When You Reach Me Eight Keys 	<ul style="list-style-type: none"> Wonder: Slideshow Presentation on a Character One Thousand Paper Cranes: How-To Videos Bridge to Terabithia: Describing Terabithia Bud, Not Buddy: Theme Poster James and the Giant Peach: Song Performances When You Reach Me: Random Acts of Kindness Eight Keys: Ten Reasons I'm Glad to Be Me

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas <i>continued</i>		
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	<i>Books</i> <ul style="list-style-type: none"> • Wonder • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • When You Reach Me • Eight Keys 	<ul style="list-style-type: none"> • Wonder: Informal Versus Formal Language • One Thousand Paper Cranes: Formal or Informal Scenarios • Bridge to Terabithia: Informal and Formal Language Discussion • Bud, Not Buddy: Informal and Formal Speaking • Hoot: Summarizing for Different Audiences • When You Reach Me: Formal and Informal Role Play • Eight Keys: Formal and Informal Situations
LANGUAGE		
Conventions of Standard English		
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., to, too, two; there, their). 	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use correct capitalization.</p> <p>B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	
Knowledge of Language		
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use		
<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use <i>continued</i>		
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	<i>Books</i> <ul style="list-style-type: none"> • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys 	
GRADE FIVE		
READING: LITERATURE		
Key Ideas and Details		
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Souder • The City of Ember • Al Capone Does My Shirts 	
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Souder • The City of Ember • Al Capone Does My Shirts 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Key Ideas and Details <i>continued</i>		
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts 	
Craft and Structure		
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts 	
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure <i>continued</i>		
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Souder • The City of Ember • Al Capone Does My Shirts 	
Integration of Knowledge and Ideas		
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Souder • The City of Ember • Al Capone Does My Shirts 	
RL.5.8 (RL.5.8 not applicable to literature)		
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Souder • The City of Ember • Al Capone Does My Shirts 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Souder • The City of Ember • Al Capone Does My Shirts 	
INFORMATIONAL TEXT		
Key Ideas and Details		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Book</i> <ul style="list-style-type: none"> • How Writers Work 	
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<i>Book</i> <ul style="list-style-type: none"> • How Writers Work 	
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<i>Book</i> <ul style="list-style-type: none"> • How Writers Work 	
Craft and Structure		
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<i>Book</i> <ul style="list-style-type: none"> • How Writers Work 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure <i>continued</i>		
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<i>Book</i> <ul style="list-style-type: none"> How Writers Work 	
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<i>Book</i> <ul style="list-style-type: none"> How Writers Work 	
Integration of Knowledge and Ideas		
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<i>Book</i> <ul style="list-style-type: none"> How Writers Work 	
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<i>Book</i> <ul style="list-style-type: none"> How Writers Work 	
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<i>Book</i> <ul style="list-style-type: none"> How Writers Work 	
Range of Reading and Level of Text Complexity		
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	<ul style="list-style-type: none"> Book: How Writers Work 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition		
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts 	
Fluency		
RF.5.4 Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts 	<ul style="list-style-type: none"> • The City of Ember: Eating Bugs; Story Circle; Reread for Understanding • One Crazy Summer: Partner Reading • Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition • Holes: Reading Punctuation; Using Context Clues • Stargirl: Author's Purpose; Read with Emotion; Using Context Clues • The Bad Beginning (A Series of Unfortunate Events #1): Emoticons; Reading with Different Tones; Self-Monitoring While Reading • Al Capone Does My Shirts: Reading with Emotion; Using Context Clues • Sounder: Reading Song Lyrics; Reading with Different Expressions • How Writers Work: Reading with Expression; Rereading for Understanding

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING		
Text Types and Purposes		
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>B. Provide logically ordered reasons that are supported by facts and details.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Provide a concluding statement or section related to the opinion presented.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • Al Capone Does My Shirts • Sounder • How Writers Work 	<ul style="list-style-type: none"> • The City of Ember: Leave Ember for the Unknown • One Crazy Summer: Opinion Writing • Inside Out and Back Again: Vietnamese Immigration • Holes: Should Kids Go to Jail? • Al Capone Does My Shirts: Five Paragraph Opinion Essay • Sounder: Losing Someone Special • How Writers Work: Can Everyone Be a Writer?

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes <i>continued</i>		
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Sounder • How Writers Work 	<ul style="list-style-type: none"> • The City of Ember: Letter Writing • One Crazy Summer: Book Recommendation • Inside Out and Back Again: Compare and Contrast Essay • Holes: Teaching a Skill • Stargirl: Book Review • Al Capone Does My Shirts: Informative Essay • Sounder: The Life of a Slave Versus the Life of a Sharecropper • How Writers Work: Researching Authors

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes <i>continued</i>		
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Sounder • How Writers Work 	<ul style="list-style-type: none"> • The City of Ember: Scene Rewrite • One Crazy Summer: Conversation Writing • Inside Out and Back Again: Refugee at a New School • Holes: Adjusting to a New Place • Stargirl: School Happenings • The Bad Beginning (A Series of Unfortunate Events #1): Understanding Fantasy • Al Capone Does My Shirts: Helping Those in Need • Sounder: Writing Historical Fiction • How Writers Work: Chicken Story
Production and Distribution of Writing		
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The City of Ember • Inside Out and Back Again • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder 	<ul style="list-style-type: none"> • The City of Ember: Comparing Characters • Inside Out and Back Again: Researching Refugees • Stargirl: Understanding Leo • The Bad Beginning (A Series of Unfortunate Events #1): Summary of an Article • Sounder: Characters in Sounder

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing <i>continued</i>		
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	<i>Book</i> <ul style="list-style-type: none"> • Sounder 	<ul style="list-style-type: none"> • Sounder: Characters in Sounder
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer 	<ul style="list-style-type: none"> • One Crazy Summer: Responsibilities
Research to Build and Present Writing		
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<i>Books</i> <ul style="list-style-type: none"> • The City of Ember • One Crazy Summer • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work 	<ul style="list-style-type: none"> • The City of Ember: Water Crisis • One Crazy Summer: Research on Bobby Hutton • Holes: Researching Your Area • Stargirl: Sonoran Desert Research • The Bad Beginning (A Series of Unfortunate Events #1): Social Media Survey and Research • How Writers Work: All About Ralph Fletcher
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		<ul style="list-style-type: none"> • Research suggestions provided include opportunities for students to use prior knowledge, gather information, take notes, and list sources.

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Writing <i>continued</i>		
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder 	<ul style="list-style-type: none"> • The City of Ember: Public Service Announcement • One Crazy Summer: Research on Gun Control • Inside Out and Back Again: Analyzing Theme • Holes: Silent Dialogue • The Bad Beginning (A Series of Unfortunate Events #1): Say What You’re Feeling • Sounder: Comparing Characters
Range of Writing		
<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<ul style="list-style-type: none"> • Writing suggestions provided offer multiple opportunities for students to write over short or extended time frames and for specific tasks or purposes.

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING		
Comprehension and Collaboration		
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The City of Ember • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • How Writers Work 	<ul style="list-style-type: none"> • The City of Ember: Discussion on the Dystopian Genre • Inside Out and Back Again: Discussing Book Title • Holes: Unanswered Questions • Stargirl: Is Leo a Good Person? • The Bad Beginning (A Series of Unfortunate Events #1): Book Discussion Questions • Sounder: Sounder Discussion • How Writers Work: Successful Writers
<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • The City of Ember • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Sounder • How Writers Work 	<ul style="list-style-type: none"> • The City of Ember: Discussion on Refugees • Inside Out and Back Again: Understanding Point of View • Holes: About the Author • Stargirl: Sounds, Pictures, and Words • The Bad Beginning (A Series of Unfortunate Events #1): Comparing and Contrasting Movie to the Book • Al Capone Does My Shirts: Comparing Books in a Series • Sounder: Farming: Long Ago and Today • How Writers Work: Writing Prompt Discussion

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration <i>continued</i>		
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<i>Books</i> <ul style="list-style-type: none"> • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Souder • How Writers Work 	<ul style="list-style-type: none"> • The City of Ember: Our Community Humanity • One Crazy Summer: Discussion Teasing • Inside Out and Back Again: Author Reading of Excerpt • Holes: Compare and Contrast Book and Film • The Bad Beginning (A Series of Unfortunate Events #1): How 3D Printers Work • Souder: Understanding the History of Souder • How Writers Work: Main Idea of a Video
Presentation of Knowledge and Ideas		
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<i>Books</i> <ul style="list-style-type: none"> • The City of Ember • One Crazy Summer • Inside Out and Back Again • Stargirl • Souder 	<ul style="list-style-type: none"> • The City of Ember: Game of Telephone • One Crazy Summer: What Makes a Good Family? • Inside Out and Back Again: How to Treat a Refugee • Stargirl: Presenting the Characters • Souder: Discrimination and Racism Discussion
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Souder • How Writers Work 	<ul style="list-style-type: none"> • One Crazy Summer: Historical Figure Research and Presentation • Inside Out and Back Again: Slideshow Presentation on Theme • Holes: Chapter Performance • The Bad Beginning (A Series of Unfortunate Events #1): Summary of Book • Al Capone Does My Shirts: Creating Book Trailers • Souder: Digital Summary • How Writers Work: Life Changes
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	<i>Books</i> <ul style="list-style-type: none"> • The City of Ember • One Crazy Summer • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Souder 	<ul style="list-style-type: none"> • The City of Ember: Debating Lina and Doon's Decision • One Crazy Summer: Advice to Delphine • Holes: News Reporter • Stargirl: Presenting to Different Groups • The Bad Beginning (A Series of Unfortunate Events #1): Presenting Greatest Inventions of All Time • Souder: What Do You Want to Learn?

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE		
Conventions of Standard English		
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>C. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>D. Recognize and correct inappropriate shifts in verb tense.</p> <p>E. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation to separate items in a series.</p> <p>B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts 	
Knowledge of Language		
<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use		
<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts 	
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use <i>continued</i>		
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<i>Books</i> <ul style="list-style-type: none"> • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Souder • The City of Ember • Al Capone Does My Shirts 	
GRADE SIX		
READING: LITERATURE		
Key Ideas and Details		
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky 	
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Key Ideas and Details <i>continued</i>		
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky 	
Craft and Structure		
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky 	
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky 	
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas		
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky 	
RL.6.8 (RL.6.8 not applicable to literature)		
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky 	
Range of Reading and Level of Text Complexity		
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
INFORMATIONAL TEXT		
Key Ideas and Details		
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>Books</i> <ul style="list-style-type: none"> The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl The Boy Who Harnessed the Wind 	
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<i>Books</i> <ul style="list-style-type: none"> The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl The Boy Who Harnessed the Wind 	
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<i>Books</i> <ul style="list-style-type: none"> The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl The Boy Who Harnessed the Wind 	
Craft and Structure		
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<i>Books</i> <ul style="list-style-type: none"> The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl The Boy Who Harnessed the Wind 	
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<i>Books</i> <ul style="list-style-type: none"> The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl The Boy Who Harnessed the Wind 	
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<i>Books</i> <ul style="list-style-type: none"> The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl The Boy Who Harnessed the Wind 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas		
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<i>Books</i> <ul style="list-style-type: none"> The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl The Boy Who Harnessed the Wind 	
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<i>Books</i> <ul style="list-style-type: none"> The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl The Boy Who Harnessed the Wind 	
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<i>Books</i> <ul style="list-style-type: none"> The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl The Boy Who Harnessed the Wind 	
Range of Reading and Level of Text Complexity		
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Books</i> <ul style="list-style-type: none"> The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl The Boy Who Harnessed the Wind 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING		
Text Types and Purposes		
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from the argument presented.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind 	<ul style="list-style-type: none"> • Hatchet: Argumentative Writing • The Ruins of Gorlan: Understanding the Fantasy Genre • Touching Spirit Bear: No More Jail • The Phantom Tollbooth: Who Wrote the Letter? • Walk Two Moons: Opinion of Mrs. Winterbottom • The Diary of Ma Yan: Debating the Fa Cai Harvest • Hattie Big Sky: Military Draft • The Westing Game: Stereotyping Essay • The Boy Who Harnessed the Wind: Deforestation of Malawi

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes <i>continued</i>		
<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Boy Who Harnessed the Wind 	<ul style="list-style-type: none"> • Hatchet: Surviving Alone • The Ruins of Gorlan: What Is a Villain? • Touching Spirit Bear: Effect of Circle Justice • Walk Two Moons: Compare and Contrast Characters • The Diary of Ma Yan: Comparing Students' School Day to Ma Yan's Day • Hattie Big Sky: Activity Instruction Manual • The Boy Who Harnessed the Wind: African Leadership Academy

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes <i>continued</i>		
<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind 	<ul style="list-style-type: none"> • Hatchet: Dialogue After the Rescue • The Ruins of Gorlan: You Are a Character in The Ranger's Apprentice • Touching Spirit Bear: Do Over • The Phantom Tollbooth: Creating a Character • Walk Two Moons: Character's Diary Entry • The Diary of Ma Yan: Diary Writing • Hattie Big Sky: Helping Others • The Westing Game: Writing Dialogue • The Boy Who Harnessed the Wind: Story Extension
Production and Distribution of Writing		
<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		<ul style="list-style-type: none"> • Opportunities for writing—including opinion, informative, and narrative writing—encourage clear reasoning, coherent organization, and effective technique as students work through the writing process to develop well-structured examples.

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing <i>continued</i>		
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)		<ul style="list-style-type: none"> Students experience the writing process (prewrite, produce a draft, revise, edit) in the early grades, and then develop those skills with opportunities to practice the conventions of standard English grammar.
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<i>Books</i> <ul style="list-style-type: none"> Hatchet The Ruins of Gorlan Walk Two Moons 	<ul style="list-style-type: none"> The Ruins of Gorlan: Compare and Contrast Story Genres
Research to Build and Present Knowledge		
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<i>Books</i> <ul style="list-style-type: none"> Hatchet The Ruins of Gorlan Touching Spirit Bear The Phantom Tollbooth The Diary of Ma Yan Hattie Big Sky The Boy Who Harnessed the Wind 	<ul style="list-style-type: none"> Hatchet: Stories of Survival The Ruins of Gorlan: Researching John Flanagan Touching Spirit Bear: Increasing Empathy in Schools The Phantom Tollbooth: Research Topics The Diary of Ma Yan: Groups that Help Children Hattie Big Sky: Researching World War I The Boy Who Harnessed the Wind: Researching Inventors
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<i>Books</i> <ul style="list-style-type: none"> Walk Two Moons The Westing Game 	<ul style="list-style-type: none"> Walk Two Moons: Travel Brochure

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge <i>continued</i>		
<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind 	<ul style="list-style-type: none"> • Hatchet: Analyzing the Crash • The Ruins of Gorlan: Comparing Theme • Touching Spirit Bear: The Circle Symbol • The Phantom Tollbooth: Milo’s Gifts • Walk Two Moons: Blackberry Eating • The Diary of Ma Yan: Analyzing Conflict • Hattie Big Sky: Analyzing Propaganda • The Westing Game: Be Cool and Smart • The Boy Who Harnessed the Wind: Analyzing Structure
Range of Writing		
<p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<ul style="list-style-type: none"> • Writing suggestions provided offer multiple opportunities for students to write over short or extended time frames and for specific tasks or purposes.

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING		
Comprehension and Collaboration		
<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind 	<ul style="list-style-type: none"> • Hatchet: Socratic Seminar • The Ruins of Gorlan: Creative Writing Discussion • Touching Spirit Bear: Healing Circle • Walk Two Moons: Discussion Questions • Hattie Big Sky: Socratic Seminar • The Westing Game: The Problem Solvers • The Boy Who Harnessed the Wind: Smartphones Versus Regular Phones

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration <i>continued</i>		
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind 	<ul style="list-style-type: none"> • Hatchet: Video on Survival • The Ruins of Gorlan: Video Discussion on Characters • Touching Spirit Bear: Empathy Video and Discussion • The Phantom Tollbooth: Discussing Illustrations • Walk Two Moons: Pandora's Box • The Diary of Ma Yan: Discussing Book Preview Video • Hattie Big Sky: Supporting the War • The Westing Game: Audio Reading of Chapter One • The Boy Who Harnessed the Wind: Understanding Malaria
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind 	<ul style="list-style-type: none"> • Touching Spirit Bear: Our Native Legacy • The Phantom Tollbooth: Guest Speaker on Discipline • Walk Two Moons: Analyzing Book Reviews • The Diary of Ma Yan: Ma Yan's Goals • Hattie Big Sky: Women in the Military • The Boy Who Harnessed the Wind: Mike McKay's Blog
Presentation of Knowledge and Ideas		
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<i>Books</i> <ul style="list-style-type: none"> • The Ruins of Gorlan • Touching Spirit Bear • The Westing Game • The Boy Who Harnessed the Wind 	<ul style="list-style-type: none"> • The Ruins of Gorlan: Chapter Summary • Touching Spirit Bear: Circle Justice Presentation • The Westing Game: Greatest Invention of All Time • The Boy Who Harnessed the Wind: Jay Walker's Library
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<i>Books</i> <ul style="list-style-type: none"> • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • The Boy Who Harnessed the Wind 	<ul style="list-style-type: none"> • Touching Spirit Bear: Announcement • Walk Two Moons: Presenting Idioms • The Diary of Ma Yan: Presentation of Role Models • The Boy Who Harnessed the Wind: Presenting Kilimanjaro

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas		
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • Hattie Big Sky • The Westing Game 	<ul style="list-style-type: none"> • Hatchet: Informal Versus Scientific Name • The Phantom Tollbooth: Oral Summaries to Different Audiences • Walk Two Moons: Researching Book Topics • Hattie Big Sky: Formal Presentation Tips • The Westing Game: Court Cases in U.S.
LANGUAGE		
Conventions of Standard English		
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind 	
Knowledge of Language		
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning, reader/listener interest, and style. B. Maintain consistency in style and tone.	<i>Books</i> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use		
<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind 	

COMMON CORE STATE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use <i>continued</i>		
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., personification) in context.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind 	
<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><i>Books</i></p> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan: The Ranger's Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind 	

PRE-READING

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

BASIC READING

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



SUPPORT

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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?

PRE-MATH & SCIENCE

Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

BASIC MATH & SCIENCE

Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

FLUENT MATH & SCIENCE

Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair

ALBUMS

Beginning Math Songs: Volume 1

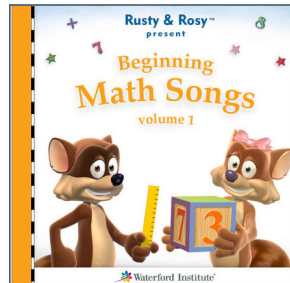
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

Nursery Songs and Rhymes

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

Beginning Reading Songs

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



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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

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

MY BACKPACK APP

Mental Math, Read-Along Books, Traditional Tales, Sing-Along Songs, Nursery Rhymes



3RD GRADE

- Coraline* by Neil Gaiman—Strange, surreal tale sure to creep kids out.
- Ella Enchanted* by Gail Carson Levine—Highly imaginative twists on the Cinderella tale.
- Hope Solo: My Story (Young Readers' Edition)* by Hope Solo—Soccer sensation Hope Solo tells the story of her challenging journey to become a world famous goalie.
- Matilda* by Roald Dahl—Kid genius gets revenge and discovers magic.
- Ruby Holler* by Sharon Creech—A heartwarming adventure about finding family, and a home, when you least expect it.
- Sarah, Plain and Tall* by Patricia MacLachlan—Warm family story of children's wish for a mother.
- Satch & Me* by Dan Gutman—An unforgettable road trip to the Negro League World Series.
- The One and Only Ivan* by Katherine Applegate—Popular, heartwarming story of a heroic, artistic, captive gorilla.
- The Secret Garden* by Frances Hodgson Burnett—Beautiful classic filled with magic and realism.
- Tiger Boy* by Mitali Perkins—Multi-cultural Bengali story with obvious appeal for animal loving kids.

4TH GRADE

- Bridge to Terabithia* by Katherine Paterson—Honest, moving story of friendship and loss.
- Bud, Not Buddy* by Christopher Paul Curtis—Well-crafted tale of an orphan's search for home.
- Eight Keys* by Suzanne LaFleur—A girl discovers the heart of family and friendship, and begins to unlock the biggest mystery of all: herself.

- Hoot* by Carl Hiaasen—Award-winning tale has environmental theme.
- James and the Giant Peach* by Roald Dahl—Lonely boy's magical adventure still satisfies.
- One Thousand Paper Cranes: The Story of Sadako and the Children's Peace Statue* by Ishii Takayuki—Moving book about dying girl who became symbol for peace.
- The Graveyard Book* by Neil Gaiman—Tale of boy raised by ghosts is both creepy and warmhearted.
- When You Reach Me* by Rebecca Stead—Perfectly voiced, mysterious sci-fi coming-of-age tale.
- Wonder* by R.J. Palacio—Moving tale of facially different boy with inner beauty.

5TH GRADE

- Al Capone Does My Shirts: A Tale from Alcatraz* by Gennifer Choldenko—Boy stands up for autistic sister in compassionate tale.
- Holes* by Louis Sachar—Humorous and moving story has an edge.
- How Writers Work* by Ralph Fletcher—Unlock the secret to being a writer!
- Inside Out and Back Again* by Thanhha Lai—Inspiring, educational immigrant story told in free verse.
- One Crazy Summer* by Rita Williams-Garcia—A gem, with strong girl characters, '60s black history.
- Sounder* by William H. Armstrong—Sharecropper boy finds hope, dignity amid racism, hardship.
- Stargirl* by Jerry Spinelli—A must-read to discuss.
- The Bad Beginning (A Series of Unfortunate Events, #1)* by Lemony Snicket—A cliff-hanging orphan adventure wrapped in black humor.
- The City of Ember* by Jeanne DuPrau—Fast-paced fantasy has lots of tense moments.

6TH GRADE

- Hatchet* by Gary Paulsen—Hold on tight for an intense tale of survival.
- Hattie Big Sky* by Kirby Larson—Teen girl homesteads alone in Newbery Honor book.
- The Boy Who Harnessed the Wind* by William Kamkwamba—A remarkable true story about human inventiveness and its power to overcome crippling adversity.
- The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl* by Ma Yan, Pierre Haski—Ma Yan's heart-wrenching, honest diary chronicles her struggle to escape hardship and bring prosperity to her family.
- The Phantom Tollbooth* by Norton Juster—Trip to enchanted world excites learning in kids' classic.
- The Ruins of Gorlan: The Ranger's Apprentice* by John Flanagan—First in popular series has positive characters, some battles.
- The Westing Game* by Ellen Raskin—Would-be heirs compete for a fortune in classic mystery.
- Touching Spirit Bear* by Ben Mikaelson—A poignant coming-of-age story of a boy who must overcome the effects that violence has had on his life.
- Walk Two Moons* by Sharon Creech—Dramatic, complex tale has rich characters, emotional depth.
- Note:* Guided reading experiences are continually being developed by our teacher-team of writers. Everything in this correlation is a sample of what is available in our library. There are other guided reading experiences that meet the standards as well.