

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
Reading and  
Classroom  
Advantage*

**100%**

*California ELD  
Proficiency  
Continuum  
Standards*

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*This document provides a detailed correlation of* **WATERFORD EARLY LEARNING: READING and CLASSROOM ADVANTAGE** *to* **CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS.**

## WATERFORD.ORG CURRICULUM DETAILS

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

**Waterford Early Learning: Reading** is a comprehensive, adaptive program designed to ensure that each student moves from preliteracy to fluent reading. It incorporates five essential reading strands: phonological awareness, phonics, comprehension and vocabulary, language concepts, and fluency. Students take a placement assessment to determine their appropriate starting point.



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

**Waterford Early Learning: Math & Science** provides young learners comprehensive instruction in the major areas of early math: numbers and operation, algebraic reasoning, geometry and measurement, and data analysis. The integrated science curriculum emphasizes exploration and the scientific method while teaching earth, life, and physical science. Students begin with a research-based placement assessment.

**Waterford Early Learning: SmartStart** presents Waterford's curriculum in an integrated format specifically designed for preschoolers. Students explore reading, math, science, and

social and emotional learning activities while practicing executive function skills. Once students complete Waterford Early Learning: SmartStart, they are ready for Waterford Early Learning: Reading and Waterford Early Learning: Math & Science.

*Note:* Preschool students can also begin their Waterford experience with Waterford Early Learning: Reading as it is adaptive.

## EVIDENCE-BASED CURRICULUM

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

## STUDENT-CENTERED LEARNING

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

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

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

## TEACHER RESOURCES

Waterford Early Learning: Classroom Advantage provides teachers thousands of online activities to use with an interactive whiteboard or projector. This flexible tool for blended learning increases teachers' instructional efficacy. [Teachers can easily deliver engaging lessons](#) aligned to their own pacing guide, core curriculum, or state standards.

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

## CORRELATION DESCRIPTION

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

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

## CONTINUAL DEVELOPMENT

At Waterford, we are continually developing our programs with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES *
<b>KINDERGARTEN</b>		
<b>PART I: INTERACTING IN MEANINGFUL WAYS</b>		
<b>A. Collaborative</b>		
<i>1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</i>		
<p>ELD PROFICIENCY CONTINUUM</p> <p><i>Emerging</i></p> <p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.</p> <p><i>Expanding</i></p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p><i>Bridging</i></p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Vocab Introduction</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>

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

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</i>		
<p><i>Emerging</i> 2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.</p> <p><i>Expanding</i> 2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.</p> <p><i>Bridging</i> 2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; What Is a Sentence?; Sentence Marks</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Similarities and Differences in Letters</li> <li>• Vocab Introduction</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3. Offering and supporting opinions and negotiating with others in communicative exchanges</b>		
<p><i>Emerging</i> 3. Offering opinions Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses.</p> <p><i>Expanding</i> 3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses, in order to gain and/or hold the floor.</p> <p><i>Bridging</i> 3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X, but.. ), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p>	<p>Waterford online books are read aloud and include bolded vocabulary words. When any word is clicked, the word is repeated. When the bolded words are clicked, children hear a slowed pronunciation and definition in a pop-up with an illustration. Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Vocab Introduction</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>
<b>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</b>		
<p><i>Emerging</i> 4. Adapting language choices No standard for kindergarten.</p> <p><i>Expanding</i> 4. Adapting language choices No standard for kindergarten.</p> <p><i>Bridging</i> 4. Adapting language choices No standard for kindergarten.</p>		

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Interpretive</b>		
<i>5. Listening actively to spoken English in a range of social and academic contexts</i>		
<p><i>Emerging</i> 5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.</p> <p><i>Expanding</i> 5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p> <p><i>Bridging</i> 5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> <li>– My Favorite Things</li> </ul> </li> <li>• Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>– Speaking and Listening—Taking Turns</li> </ul> </li> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> <li>– Speaking and Listening—Taking Turns</li> </ul> </li> <li>• 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"> <li>– My Super Sticky Sandwich</li> <li>– Ooey, Gooey Mud</li> <li>– The Alligator in the Library</li> <li>– Lost Socks</li> <li>– Moving Day</li> <li>– Mine</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</i>		
<p><i>Emerging</i> 6. Reading/viewing closely Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</p> <p><i>Expanding</i> 6. Reading/viewing closely Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p><i>Bridging</i> 6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</p>	<p>Waterford online books are read aloud and include bolded vocabulary words. When any word is clicked, the word is repeated. When the bolded words are clicked, children hear a slowed pronunciation and definition in a pop-up with an illustration. Activities provide opportunities for students to use words and phrases acquired through conversations, to read, to be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Vocab Introduction</li> <li>• Videos: Words in Your World; Farm Animals; Sheep; Big Little Animals; Animal Sounds</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Picture Clues</li> <li>• Look at Details</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>– 49 stories with discussion questions to build comprehension</li> </ul> </li> <li>• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> <li>– 21 stories with discussion questions to build comprehension</li> </ul> </li> <li>• Types of text.pdf: Recognize common types of texts. <ul style="list-style-type: none"> <li>– Lost Socks; Lumpy Mush; Three Little Kittens; The Alligator in the Library</li> </ul> </li> <li>• 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"> <li>– 31 Stories with strategies (i.e., Peek at the Story; Use Clues to Guess)</li> </ul> </li> <li>• 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"> <li>– Seeing Fingers; What Is a Cloud?; Legs</li> </ul> </li> <li>• 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"> <li>– My Super Sticky Sandwich; Ooey, Goopy Mud; The Alligator in the Library; Lost Socks; Moving Day; Mine</li> </ul> </li> <li>• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> <li>– One Word, Two Meanings</li> </ul> </li> <li>• 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.</li> </ul>



CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area</i>		
<p><i>Emerging</i> 7. Evaluating language choices Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced), with prompting and substantial support.</p> <p><i>Expanding</i> 7. Evaluating language choices Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character), with prompting and moderate support.</p> <p><i>Bridging</i> 7. Evaluating language choices Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.</p>	<p>Waterford online books are read aloud and include bolded vocabulary words. When any word is clicked, the word is repeated. When the bolded words are clicked, children hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Nouns</li> <li>• Describe Characters</li> <li>• Look at Details</li> <li>• Picture Clues</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> <li>– 21 stories with discussion questions to build comprehension</li> </ul> </li> <li>• 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"> <li>– Seeing Fingers; What Is a Cloud?; Legs</li> </ul> </li> <li>• 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"> <li>– How to Grow a Garden</li> </ul> </li> <li>• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> <li>– One Word, Two Meanings</li> </ul> </li> <li>• 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"> <li>– Affixes and Inflections</li> </ul> </li> <li>• 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"> <li>– Guess the Opposite</li> </ul> </li> <li>• 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"> <li>– Make Connections</li> </ul> </li> <li>• 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"> <li>– Shades-of-Meaning Charades</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</i>		
<p><i>Emerging</i> 8. Analyzing language choices Distinguish how two different frequently used words (e.g., describing an action with the verb walk versus run) produce a different effect.</p> <p><i>Expanding</i> 8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., describing an action as walk versus march) produce shades of meaning and a different effect.</p> <p><i>Bridging</i> 8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., walk, march, strut, prance) produce shades of meaning and a different effect.</p>	<p>Waterford online books are read aloud and include bolded vocabulary words. When any word is clicked, the word is repeated. When the bolded words are clicked, children hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Songs: Verbs; Synonym Tree</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> <li>– One Word, Two Meanings</li> </ul> </li> <li>• 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"> <li>– Affixes and Inflections</li> </ul> </li> <li>• 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"> <li>– Guess the Opposite</li> </ul> </li> <li>• 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"> <li>– Make Connections</li> </ul> </li> <li>• 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"> <li>– Shades-of-Meaning Charades</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Productive		
9. Expressing information and ideas in formal oral presentations on academic topics		
<p><i>Emerging</i> 9. Presenting Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p> <p><i>Expanding</i> 9. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).</p> <p><i>Bridging</i> 9. Presenting Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversations, to read, to be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Vocab Introduction</li> <li>• Songs: What Is a Sentence?; Nouns; Verbs; Adjectives Describe</li> <li>• Make Comparisons</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> <li>– My Favorite Things</li> </ul> </li> <li>• 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"> <li>– My Favorite Things</li> </ul> </li> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> <li>– My Favorite Things</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>– Prepositions</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>– Making Up Sentences</li> </ul> </li> <li>• Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> <li>– 11 stories with discussion ideas to build comprehension</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</i>		
<p><i>Emerging</i> 10. Composing/Writing Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p> <p><i>Expanding</i> 10. Composing/Writing Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p> <p><i>Bridging</i> 10. Composing/Writing Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; More Than One; What Is a Sentence?; Adjectives Describe; Sentence Marks</li> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Similarities and Differences in Letters</li> <li>• Vocab Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <ul style="list-style-type: none"> <li>- Write with Me</li> </ul> </li> <li>• 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"> <li>- Fawn Eyes; Story in the Snow</li> </ul> </li> <li>• 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"> <li>- The Germs; Lumpy Mush</li> </ul> </li> <li>• 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"> <li>- Family Vacation Creative Writing</li> </ul> </li> <li>• 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"> <li>- Think and Write Activity</li> <li>- I Go...; At Camp; Together; Opposites</li> </ul> </li> <li>• 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"> <li>- Andy's Adventures; At Camp; I Go...; Together; Opposites</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology continued</i>		
10. Composing/Writing <i>continued</i>		<ul style="list-style-type: none"> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> <li>• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> <li>- "I Like Kites" Punctuation</li> </ul> </li> <li>• Punctuation.pdf: Recognize and name end punctuation.</li> <li>• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> <li>- Spelling by Sound Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>11. Supporting own opinions and evaluating others' opinions in speaking and writing</i>		
<p><i>Emerging</i></p> <p>11. Supporting opinions Offer opinions and provide good reasons (e.g., My favorite book is X because X.) referring to the text or to relevant background knowledge.</p> <p><i>Expanding</i></p> <p>11. Supporting opinions Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content.)</p> <p><i>Bridging</i></p> <p>11. Supporting opinions Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content.)</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Informational Books</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Find an Answer</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>– How to Grow a Garden</li> </ul> </li> <li>• 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...).</li> <li>– Write with Me</li> <li>• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> <li>– My Favorite Things</li> </ul> </li> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>– Capital Letter Formation; Lowercase Letter Formation; Block Letter; Letter Picture Handwriting</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>– Making Up Sentences</li> </ul> </li> <li>• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> <li>– “I Like Kites” Punctuation</li> </ul> </li> <li>• Punctuation.pdf: Recognize and name end punctuation.</li> <li>• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> <li>– Spelling by Sound Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</i>		
<p><i>Emerging</i></p> <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using a select set of key words.</p> <p>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word spicy to describe a favorite food, using the word larva when explaining insect metamorphosis) while speaking and composing.</p> <p><i>Expanding</i></p> <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using complete sentences and key words.</p> <p>b. Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word scurry versus run) while speaking and composing.</p> <p><i>Bridging</i></p> <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word suddenly to signal a change) or to create shades of meaning (e.g., The cat's fur was as white as snow) while speaking and composing.</p>	<p>Waterford Early Learning activities expose children to general academic and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p> <ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Synonym Tree; Antonym Ant; Verbs</li> <li>• Book: Opposites</li> <li>• Look at Details</li> <li>• Opposites</li> <li>• Make Comparisons</li> <li>• Informational Books</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: With prompting and support, retell familiar stories, including key details.</li> <li>• 11 stories with discussion ideas to build comprehension</li> <li>• 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"> <li>– Family Vacation Creative Writing</li> </ul> </li> <li>• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> <li>– My Favorite Things</li> </ul> </li> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>– Capital Letter Formation; Lowercase Letter Formation; Block Letter; Letter Picture Handwriting</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>– Making Up Sentences</li> </ul> </li> <li>• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> <li>– “I Like Kites” Punctuation</li> </ul> </li> <li>• 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"> <li>– Guess the Opposite</li> </ul> </li> <li>• 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"> <li>– Shades-of-Meaning Charades</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PART II: LEARNING ABOUT HOW ENGLISH WORKS</b>		
<b>A. Structuring Cohesive Texts</b>		
<b>1. Understanding text structure</b>		
<p><i>Emerging</i> 1. Understanding text structure Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p> <p><i>Expanding</i> 1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p> <p><i>Bridging</i> 1. Understanding text structure Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.</p>	<p>Waterford Early Learning includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice, Word Processor activities.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> <li>- Lost Socks; Lumpy Mush</li> </ul> </li> <li>• 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...).</li> <li>- Write with Me</li> <li>• 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"> <li>- Fawn Eyes; A Story in the Snow</li> </ul> </li> <li>• 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"> <li>- The Germs; Lumpy Mush</li> </ul> </li> <li>• 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"> <li>- Think and Write Activity</li> <li>- I Go...; At Camp; Together; Opposites</li> </ul> </li> <li>• 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"> <li>- Family Vacation Creative Writing</li> </ul> </li> </ul>



CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>1. Understanding text structure continued</i>		
1. Understanding text structure <i>continued</i>		<ul style="list-style-type: none"> <li>Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> <li>Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter</li> <li>Letter Picture Handwriting</li> </ul> </li> <li>Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> </ul>
<i>2. Understanding cohesion</i>		
<p><i>Emerging</i></p> <p>2. Understanding cohesion Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one time, then) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p> <p><i>Expanding</i></p> <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., next, after a long time) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> <li>Similarities and Differences in Letters</li> <li>Songs: Verbs; Nouns; More Than One; More About Verbs; Preposition Ship</li> <li>Book: The Circus Came to Town</li> <li>First, Next, and Last</li> <li>What Comes Next?</li> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> <li>Lost Socks; Lumpy Mush</li> </ul> </li> <li>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...).</li> <li>Write with Me</li> <li>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"> <li>Fawn Eyes; A Story in the Snow</li> </ul> </li> <li>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"> <li>The Germs; Lumpy Mush</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2. Understanding cohesion continued</i>		
<p><i>Bridging</i></p> <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., first/second/third, once, at the end) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.</p>		<ul style="list-style-type: none"> <li>• 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"> <li>- Think and Write Activity</li> <li>- I Go...; At Camp; Together; Opposites</li> </ul> </li> <li>• 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"> <li>- Family Vacation Creative Writing</li> </ul> </li> <li>• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Expanding and Enriching Ideas		
3. Using verbs and verb phrases		
<p><i>Emerging</i></p> <p>3. Using verbs and verb phrases</p> <p>a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</p> <p>b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.</p> <p><i>Expanding</i></p> <p>3. Using verbs and verb phrases</p> <p>a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having thinking/feeling) in shared language activities guided by the teacher and independently.</p> <p>b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.</p>	<ul style="list-style-type: none"> <li>Songs: Verbs; It Happened Yesterday; Antonym Ant</li> <li>Book: I Can't Wait</li> <li>Verbs</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> <li>Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter</li> <li>Letter Picture Handwriting</li> </ul> </li> <li>Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> <li>Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>Prepositions</li> </ul> </li> <li>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"> <li>Guess the Opposite</li> </ul> </li> </ul>

# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>3. Using verbs and verb phrases continued</i>		
<p><i>Bridging continued</i></p> <p>3. Using verbs and verb phrases</p> <p>a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p> <p>b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>		<ul style="list-style-type: none"> <li>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"> <li>Shades-of-Meaning Charades</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>4. Using nouns and noun phrases</b>		
<p><i>Emerging</i></p> <p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i></p> <p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence.</p> <p><i>Bridging</i></p> <p>4. Using nouns and noun phrases Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently.</p>	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Adjectives Describe; What Is a Sentence?</li> <li>• Nouns</li> <li>• Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Family Vacation Creative Writing</li> </ul> </li> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>5. Modifying to add details</b>		
<p><i>Emerging</i> 5. Modifying to add details Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i> 5. Modifying to add details Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p> <p><i>Bridging</i> 5. Modifying to add details Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</p>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks; Nouns; More Than One; Verbs; Preposition Ship</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Similarities and Differences in Letters</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Family Vacation Creative Writing</li> </ul> </li> <li>• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Connecting and Condensing Ideas		
6. Connecting ideas		
<p><i>Emerging</i></p> <p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i></p> <p>6. Connecting ideas Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) in shared language activities guided by the teacher and with increasing independence.</p> <p><i>Bridging</i></p> <p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., The boy was hungry. The boy ate a sandwich. The boy was hungry so he ate a sandwich) in shared language activities guided by the teacher and independently.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Vocab Introduction</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Songs: Nouns; Verbs; Preposition Ship; What Is a Sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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. – Fawn Eyes; Story in the Snow</li> <li>• 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. – The Germs; Lumpy Mush</li> <li>• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. – Family Vacation Creative Writing</li> <li>• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. – My Favorite Things</li> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. – My Favorite Things</li> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters. – Capital Letter Formation – Lowercase Letter Formation – Block Letter – Letter Picture Handwriting</li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>6. Connecting ideas</b>		
6. Connecting ideas <i>continued</i>		<ul style="list-style-type: none"> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> <li>• Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>
<b>7. Condensing ideas</b>		
<i>Emerging</i> 7. Condensing ideas No standard for kindergarten. <i>Expanding</i> 7. Condensing ideas No standard for kindergarten. <i>Bridging</i> 7. Condensing ideas No standard for kindergarten.		
<b>PART III: USING FOUNDATIONAL LITERACY SKILLS</b>		
<b>Foundational literacy skills in an alphabetic writing system</b>		
Print Concepts	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"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> <li>- Print Directionality</li> </ul> </li> <li>• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> <li>- Map Text to Speech 1</li> <li>- Map Text to Speech 2</li> </ul> </li> <li>• Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> <li>- Print Concepts</li> </ul> </li> </ul>



CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational literacy skills in an alphabetic writing system <i>continued</i>		
Phonological Awareness	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Phoneme Segmentation</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Find the Picture</li> <li>• Initial Sounds</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where is the Sound?</li> <li>• Stick 'n' Spell</li> <li>• Circus Clown Climbers</li> <li>• One, Two, Three Sounds</li> <li>• Change One Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- "Down by the Bay"</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> <li>• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.</li> <li>• 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"> <li>- Segmenting</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Foundational literacy skills in an alphabetic writing system <i>continued</i></b>		
Phonics and Word Recognition	<ul style="list-style-type: none"> <li>• Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song</li> <li>• Letter Sound Songs</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Rhyme</li> <li>• One Doesn't Rhyme</li> <li>• Finish the Picture</li> <li>• Circus Clown Climbers</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> <li>• Where is the Sound?</li> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.                             <ul style="list-style-type: none"> <li>- Phonics and Word Recognition</li> <li>- Long and Short Vowel Cards</li> </ul> </li> </ul>
Fluency	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1</b>		
<b>PART I: INTERACTING IN MEANINGFUL WAYS</b>		
<b>A. Collaborative</b>		
<i>1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</i>		
<p>ELD PROFICIENCY CONTINUUM</p> <p><i>Emerging</i></p> <p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.</p> <p><i>Expanding</i></p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p><i>Bridging</i></p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• Recall Details</li> <li>• Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>– Discussion Rules Activity</li> </ul> </li> <li>• 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"> <li>– Discussion Rules Activity</li> </ul> </li> <li>• Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> <li>– Discussion Rules Activity</li> </ul> </li> <li>• 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"> <li>– The Three Little Pigs</li> <li>– Anansi and the Seven Yarn Hills</li> <li>– Mr. Lucky Straw</li> </ul> </li> <li>• 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"> <li>– Ask and Answer Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</i>		
<p><i>Emerging</i></p> <p>2. Interacting via written English Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology, where appropriate for publishing, graphics, and the like.</p> <p><i>Expanding</i></p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate, for publishing, graphics, and the like.</p> <p><i>Bridging</i></p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology, where appropriate for publishing, graphics, and the like.</p>	<p>Waterford Early Learning includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice, Word Processor activities.</p> <p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- The Writing Process (including Proofreading Chart)</li> </ul> </li> <li>• Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> <li>- Letter Picture Handwriting (Aa-Zz)</li> </ul> </li> <li>• Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>- Skill Builder Song: "Nouns"</li> <li>- Nouns</li> </ul> </li> <li>• Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> <li>- Plural Nouns</li> <li>- Verbs and Nouns</li> <li>- Verb Endings</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) continued</i>		
2. Interacting via written English continued		<ul style="list-style-type: none"> <li>Pronouns.pdf: Use personal, possessive, and indefinite pronouns.                             <ul style="list-style-type: none"> <li>Pronouns</li> </ul> </li> <li>Verbs.pdf: Use verbs to convey a sense of past, present, and future.                             <ul style="list-style-type: none"> <li>Verbs</li> </ul> </li> <li>Adjectives.pdf: Use frequently occurring adjectives.                             <ul style="list-style-type: none"> <li>Who Am I?</li> <li>Adjectives</li> </ul> </li> <li>Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>Conjunctions</li> </ul> </li> <li>Determiners.pdf: Use determiners.                             <ul style="list-style-type: none"> <li>Determiners</li> </ul> </li> <li>Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>Preposition</li> </ul> </li> <li>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"> <li>Types of Sentences</li> <li>Skill Builder Song</li> </ul> </li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3. Offering and supporting opinions and negotiating with others in communicative exchanges</b>		
<p><i>Emerging</i> 3. Offering opinions Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses in order to gain and/or hold the floor.</p> <p><i>Expanding</i> 3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses, in order to gain and/or hold the floor, elaborate on an idea, and so on.</p> <p><i>Bridging</i> 3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X, but.. ), and open responses, in order to gain and/or hold the floor, provide different opinions, and so on.</p>	<p>Waterford online books are read aloud and include bolded vocabulary words. When any word is clicked, the word is repeated. When the bolded words are clicked, children hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Pronouns; Verbs; It Happened Yesterday; Preposition Ship; Adjectives Describe</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Possessive Nouns</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> <li>• 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"> <li>- Discussion Rules Activity</li> </ul> </li> <li>• 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"> <li>- Ask and Answer Activity</li> </ul> </li> <li>• Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>- Skill Builder Song: "Nouns"</li> <li>- Nouns</li> </ul> </li> <li>• Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> <li>- Pronouns</li> </ul> </li> <li>• Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> <li>- Verbs</li> </ul> </li> <li>• Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>- Who Am I?</li> <li>- Adjectives</li> </ul> </li> <li>• Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> <li>• Determiners.pdf: Use determiners. <ul style="list-style-type: none"> <li>- Determiners</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>- Preposition</li> </ul> </li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</i>		
<p><i>Emerging</i> 4. Adapting language choices No standard for grade 1.</p> <p><i>Expanding</i> 4. Adapting language choices No standard for grade 1.</p> <p><i>Bridging</i> 4. Adapting language choices No standard for grade 1.</p>		
<b>B. Interpretive</b>		
<i>5. Listening actively to spoken English in a range of social and academic contexts</i>		
<p><i>Emerging</i> 5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.</p> <p><i>Expanding</i> 5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p> <p><i>Bridging</i> 5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>	<ul style="list-style-type: none"> <li>• Traditional Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> <li>• Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> <li>• 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"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> <li>• 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"> <li>- Ask and Answer Activity</li> </ul> </li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</i>		
<p><i>Emerging</i> 6. Reading/viewing closely Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</p> <p><i>Expanding</i> 6. Reading/viewing closely Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p><i>Bridging</i> 6. Reading/viewing closely Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>Recall Details</li> <li>Ask a Question</li> <li>Describe Characters</li> <li>Compare Characters</li> <li>Sum Up, Five Ws</li> <li>Build Knowledge</li> <li>Imagine Beyond</li> <li>Reading Detective (Build Vocabulary)</li> <li>Song: Look for a Clue</li> <li>Rusty and Rosy's Clues</li> <li>Traditional Tales</li> <li>Informational Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>The Three Little Pigs; Anansi and the Seven Yarn Hills; Mr. Lucky Straw</li> </ul> </li> <li>Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> <li>The Three Little Pigs; Mr. Lucky Straw</li> </ul> </li> <li>Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> </ul> </li> <li>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"> <li>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</li> </ul> </li> <li>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"> <li>Text Type Activity—Narrative Text</li> <li>Text Type Activity—Informational Text</li> <li>How to Grow a Garden</li> </ul> </li> <li>Describe the story.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> <li>The Gingerbread Man; The Little Red Hen; The City Mouse and the Country Mouse; The Brothers</li> </ul> </li> <li>Key details_1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul>



CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language continued</i>		
6. Reading/viewing closely <i>continued</i>		<ul style="list-style-type: none"> <li>Identifying the main topic.pdf: Identify the main topic and retell key details of a text.                             <ul style="list-style-type: none"> <li>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</li> </ul> </li> <li>Finding key information.pdf: Use the illustrations and details in a text to describe its key ideas.                             <ul style="list-style-type: none"> <li>Star Pictures</li> </ul> </li> <li>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"> <li>The Three Little Pigs; Anansi and the Seven Yarn Hills; Mr. Lucky Straw</li> </ul> </li> <li>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"> <li>Can Matilda Get the Cheese?; What Is in the Tree?; Will You Play with Me?</li> </ul> </li> <li>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"> <li>Animal Bodies</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area</i>		
<p><i>Emerging</i> 7. Evaluating language choices Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.</p> <p><i>Expanding</i> 7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.</p> <p><i>Bridging</i> 7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people), with prompting and light support.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>Recall Details</li> <li>Describe Characters</li> <li>Compare Characters</li> <li>Build Knowledge</li> <li>Imagine Beyond</li> <li>Reading Detective (Build Vocabulary)</li> <li>Songs: Look for a Clue; Adjectives Describe</li> <li>Rusty and Rosy's Clues</li> <li>Adjectives</li> <li>Traditional Tales</li> <li>Informational Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> </ul> </li> <li>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"> <li>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</li> </ul> </li> <li>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"> <li>Star Pictures</li> </ul> </li> <li>Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> <li>Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>Who Am I?; Adjectives</li> </ul> </li> <li>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"> <li>Can Matilda Get the Cheese?; What Is in the Tree?; Will You Play with Me?</li> </ul> </li> <li>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"> <li>Animal Bodies</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</i>		
<p><i>Emerging</i> 8. Analyzing language choices Distinguish how two different frequently used words (e.g., large versus small) produce a different effect on the audience.</p> <p><i>Expanding</i> 8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., large versus enormous) produce shades of meaning and a different effect on the audience.</p> <p><i>Bridging</i> 8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., big, large, huge, enormous, gigantic) produce shades of meaning and a different effect on the audience.</p>	<p>Waterford online books are read aloud and include bolded vocabulary words. When any word is clicked, the word is repeated. When the bolded words are clicked, children hear a slowed pronunciation and definition in a pop-up with an illustration. Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Songs: Let's Compare; Adjectives Describe; Verbs; Synonym Tree; Large, Larger, Largest</li> <li>• Videos: Large Small Toys; Big Little Animals</li> <li>• Verbs</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>– 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</li> </ul> </li> <li>• 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"> <li>– Animal Bodies; Star Pictures</li> </ul> </li> <li>• Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>– Who Am I?; Adjectives</li> </ul> </li> <li>• 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"> <li>– Can Matilda Get the Cheese?; What Is in the Tree?; Will You Play with Me?</li> </ul> </li> <li>• 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"> <li>– Animal Bodies</li> </ul> </li> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>– Making Connections</li> </ul> </li> <li>• 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"> <li>– Shades of Meaning: Verbs and Adjectives</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Productive		
9. Expressing information and ideas in formal oral presentations on academic topics		
<p><i>Emerging</i> 9. Presenting Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p> <p><i>Expanding</i> 9. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, and the like).</p> <p><i>Bridging</i> 9. Presenting Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>	<ul style="list-style-type: none"> <li>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</li> <li>Recall Details</li> <li>Describe Characters</li> <li>Build Knowledge</li> <li>Song: Adjectives Describe</li> <li>Adjectives</li> <li>Traditional Tales</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Ask and Answer Activity</li> </ul> </li> <li>Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>Skill Builder Song: "Nouns"</li> <li>Nouns</li> </ul> </li> <li>Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> <li>Plural Nouns; Verbs and Nouns; Verb Endings</li> </ul> </li> <li>Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> <li>Pronouns</li> </ul> </li> <li>Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> <li>Verbs</li> </ul> </li> <li>Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>Who Am I?; Adjectives</li> </ul> </li> <li>Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>Conjunctions</li> </ul> </li> <li>Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>Preposition</li> </ul> </li> <li>Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</i>		
<p><i>Emerging</i> 10. Writing Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect), using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p> <p><i>Expanding</i> 10. Writing Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p> <p><i>Bridging</i> 10. Writing Write longer literary texts (e.g., story) and informational texts (e.g., an informative text on the life cycle of insects), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently.</p>	<p>Waterford Early Learning includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice, Word Processor activities. Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Songs: What Is a Sentence?; Sentence Marks; Nouns; Pronouns; Verbs; It Happened Yesterday; More Than One; Apostrophe Pig; Adjectives Describe; Preposition Ship; Capital Letters; Comma, Comma, Comma</li> <li>• Sentences</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Possessive Nouns</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> <li>• Sentence Marks</li> <li>• Edit Capitals</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>– Opinion Writing Activities</li> </ul> </li> <li>• 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"> <li>– Topical Writing Activities</li> </ul> </li> <li>• 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"> <li>– Narrative Writing Activities</li> </ul> </li> <li>• 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"> <li>– The Writing Process (including Proofreading Chart)</li> </ul> </li> <li>• 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).</li> <li>• Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> <li>– Letter Picture Handwriting (Aa-Zz)</li> </ul> </li> <li>• Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>– Skill Builder Song: “Nouns”; Nouns</li> </ul> </li> <li>• Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.</li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology continued</i>		
10. Writing <i>continued</i>		<ul style="list-style-type: none"> <li>• Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> <li>- Pronouns</li> </ul> </li> <li>• Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> <li>- Verbs</li> </ul> </li> <li>• Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>- Who Am I?; Adjectives</li> </ul> </li> <li>• Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> <li>• Determiners.pdf: Use determiners. <ul style="list-style-type: none"> <li>- Determiners</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>- Preposition</li> </ul> </li> <li>• 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"> <li>- Types of Sentences; Skill Builder Song</li> </ul> </li> <li>• Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> <li>• Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> <li>- A Closer Look; What's My Sentence?; Sentence Strips; Punctuation; Sentences</li> </ul> </li> <li>• Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> <li>- Commas</li> </ul> </li> <li>• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> <li>- Consonant Blending: -ck, cl-, spl; Pattern Word Blending: -uff; Pattern Word Blending: -ash; Sounds Fun!</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>11. Supporting own opinions and evaluating others' opinions in speaking and writing</i>		
<p><i>Emerging</i></p> <p>11. Supporting opinions Offer opinions and provide good reasons (e.g., My favorite book is X because X.) referring to the text or to relevant background knowledge.</p> <p><i>Expanding</i></p> <p>11. Supporting opinions Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content.)</p> <p><i>Bridging</i></p> <p>11. Supporting opinions Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content.)</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks; Nouns; Pronouns; Verbs; It Happened Yesterday; More Than One; Apostrophe Pig; Adjectives Describe; Preposition Ship; Capital Letters; Comma, Comma, Comma</li> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> <li>Sentences</li> <li>Nouns</li> <li>Plural Nouns</li> <li>Possessive Nouns</li> <li>Pronouns</li> <li>Verbs</li> <li>Past Tense Verbs</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Opinion Writing Activities</li> </ul> </li> <li>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"> <li>Ask and Answer Activity</li> </ul> </li> <li>Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> <li>Letter Picture Handwriting (Aa-Zz)</li> </ul> </li> <li>Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>Skill Builder Song: "Nouns"; Nouns</li> </ul> </li> <li>Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.</li> <li>Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> <li>Pronouns</li> </ul> </li> <li>Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> <li>Verbs</li> </ul> </li> <li>Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>Who Am I?; Adjectives</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>11. Supporting own opinions and evaluating others' opinions in speaking and writing continued</i>		
11. Supporting opinions <i>continued</i>		<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> <li>• Determiners.pdf: Use determiners. <ul style="list-style-type: none"> <li>- Determiners</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>- Preposition</li> </ul> </li> <li>• 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"> <li>- Types of Sentences; Skill Builder Song</li> </ul> </li> <li>• Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> <li>• Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> <li>- A Closer Look; What's My Sentence?; Sentence Strips; Punctuation; Sentences</li> </ul> </li> <li>• Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> <li>- Commas</li> </ul> </li> <li>• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• Consonant Blending: -ck, cl-, spl; Pattern Word Blending: -uff; Pattern Word Blending: -ash; Sounds Fun!</li> </ul>



CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</i>		
<p><i>Emerging</i></p> <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using key words.</p> <p>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word scrumptious to describe a favorite food, using the word thorax to refer to insect anatomy) while speaking and writing.</p> <p><i>Expanding</i></p> <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using complete sentences and key words.</p> <p>b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.</p> <p><i>Bridging</i></p> <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing.</p>	<p>Waterford Early Learning activities expose children to general academic and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Nouns; Pronouns; Verbs; It Happened Yesterday; More Than One; Adjectives Describe; Preposition Ship; Synonym Tree; Antonym Ant</li> <li>Nouns</li> <li>Plural Nouns</li> <li>Pronouns</li> <li>Verbs</li> <li>Past Tense Verbs</li> <li>Adjectives</li> <li>Synonyms</li> <li>Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> </ul> </li> <li>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"> <li>Ask and Answer Activity</li> </ul> </li> <li>Sentence production.pdf: All activities in Speaking and Listening provide opportunities to practice producing complete sentences.</li> <li>Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>Skill Builder Song: "Nouns"; Nouns</li> </ul> </li> <li>Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.</li> <li>Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> <li>Pronouns</li> </ul> </li> <li>Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> <li>Verbs</li> </ul> </li> <li>Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>Who Am I?; Adjectives</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas continued</i>		
12. Selecting language resources <i>continued</i>		<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> <li>• Determiners.pdf: Use determiners. <ul style="list-style-type: none"> <li>- Determiners</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>- Preposition</li> </ul> </li> <li>• 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"> <li>- Types of Sentences; Skill Builder Song</li> </ul> </li> <li>• Defining words.pdf: Define words by category and by one or more key attributes. <ul style="list-style-type: none"> <li>- Sorting Objects</li> </ul> </li> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>- Making Connections</li> </ul> </li> <li>• 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"> <li>- Shades of Meaning: Verbs and Adjectives</li> </ul> </li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PART II: LEARNING ABOUT HOW ENGLISH WORKS</b>		
<b>A. Structuring Cohesive Texts</b>		
<b>1. Understanding text structure</b>		
<p><i>Emerging</i> 1. Understanding text structure Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p> <p><i>Expanding</i> 1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher, and with increasing independence.</p> <p><i>Bridging</i> 1. Understanding text structure Apply understanding of how different text types are organized predictably to express ideas (e.g., a story is organized versus an informative/explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher, and independently.</p>	<p>Waterford Early Learning includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice, Word Processor activities.</p> <ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>• 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"> <li>– Text Type Activity—Narrative Text; Informational Text</li> <li>– How to Grow a Garden</li> </ul> </li> <li>• 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"> <li>– Star Pictures</li> </ul> </li> <li>• 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"> <li>– Opinion Writing Activities</li> </ul> </li> <li>• 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"> <li>– Topical Writing Activities</li> </ul> </li> <li>• 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"> <li>– Narrative Writing Activities</li> </ul> </li> <li>• 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"> <li>– The Writing Process (including Proofreading Chart)</li> </ul> </li> <li>• 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).</li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Understanding cohesion</b>		
<p><i>Emerging</i></p> <p>2. Understanding cohesion Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one day, after, then) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p> <p><i>Expanding</i></p> <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time ago, suddenly) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p> <p><i>Bridging</i></p> <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, first/second/third) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</p>	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Reading Detective (Build Vocabulary)</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>– Text Type Activity—Narrative Text; Informational Text</li> </ul> </li> <li>• Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> <li>– Making Connections: I Want to Be a Scientist Like... Jane Goodall; George Washington Carver</li> </ul> </li> <li>• 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. (Opinion Writing Activities)</li> <li>• 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. (Topical Writing Activities)</li> <li>• 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. (Narrative Writing Activities)</li> <li>• 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"> <li>– The Writing Process (including Proofreading Chart)</li> </ul> </li> <li>• Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>– Conjunctions</li> </ul> </li> <li>• Determiners.pdf: Use determiners. <ul style="list-style-type: none"> <li>– Determiners</li> </ul> </li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Expanding and Enriching Ideas		
3. Using verbs and verb phrases		
<p><i>Emerging</i></p> <p>3. Using verbs and verb phrases</p> <p>a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.</p> <p>b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i></p> <p>3. Using verbs and verb phrases</p> <p>a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</p> <p>b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher with increasing independence.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>Songs: Verbs; It Happened Yesterday; What Is a Sentence?</li> <li>Book: I Can't Wait</li> <li>Verbs</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> <li>Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> <li>Verbs</li> </ul> </li> </ul>



## CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>3. Using verbs and verb phrases continued</i>		
<i>Bridging</i> 3. Using verbs and verb phrases a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.		<ul style="list-style-type: none"><li>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"><li>Shades of Meaning: Verbs and Adjectives</li></ul></li></ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>4. Using nouns and noun phrases</b>		
<p><i>Emerging</i></p> <p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i></p> <p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence.</p> <p><i>Bridging</i></p> <p>4. Using nouns and noun phrases Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.</p>	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Adjectives Describe</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Adjectives</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>– Ask and Answer Activity</li> </ul> </li> <li>• 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"> <li>– The Writing Process (including Proofreading Chart)</li> </ul> </li> <li>• Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>– Skill Builder Song: “Nouns”</li> <li>– Nouns</li> </ul> </li> <li>• Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> <li>– Plural Nouns</li> <li>– Verbs and Nouns</li> <li>– Verb Endings</li> </ul> </li> <li>• Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>– Who Am I?</li> <li>– Adjectives</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>5. Modifying to add details</b>		
<p><i>Emerging</i> 5. Modifying to add details Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i> 5. Modifying to add details Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p> <p><i>Bridging</i> 5. Modifying to add details Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Songs: Preposition Ship; What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>– Ask and Answer Activity</li> </ul> </li> <li>• 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"> <li>– The Writing Process (including Proofreading Chart)</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>– Preposition</li> </ul> </li> <li>• 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"> <li>– Types of Sentences</li> <li>– Skill Builder Song</li> </ul> </li> <li>• Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> <li>– A Closer Look</li> <li>– What's My Sentence?</li> <li>– Sentence Strips</li> <li>– Punctuation</li> <li>– Sentences</li> </ul> </li> </ul>



CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Connecting and Condensing Ideas		
6. Connecting ideas		
<p><i>Emerging</i></p> <p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i></p> <p>6. Connecting ideas Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) in shared language activities guided by the teacher and with increasing independence.</p> <p><i>Bridging</i></p> <p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., rearranging complete simple-to-form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. The boy was hungry so he ate a sandwich) in shared language activities guided by the teacher and independently.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>• 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. (Opinion Writing Activities)</li> <li>• 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. (Topical Writing Activities)</li> <li>• 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. (Narrative Writing Activities)</li> <li>• 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"> <li>– The Writing Process (including Proofreading Chart)</li> </ul> </li> <li>• Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>– Conjunctions</li> </ul> </li> <li>• 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"> <li>– Types of Sentences</li> <li>– Skill Builder Song</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>7. Condensing ideas</b>		
<p><i>Emerging</i> 7. Condensing ideas Condense clauses in simple ways (e.g., changing: I like blue. I like red. I like purple I like blue, red, and purple) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i> 7. Condensing ideas Condense clauses in a growing number of ways (e.g., through embedded clauses as in, She's a doctor. She saved the animals. She's the doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.</p> <p><i>Bridging</i> 7. Condensing ideas Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in She's a doctor. She's amazing. She saved the animals. She's the amazing doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and independently.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>Songs: Comma, Comma, Comma; Adjectives Describe; What Is a Sentence?</li> </ul>	<ul style="list-style-type: none"> <li>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. (Opinion Writing Activities)</li> <li>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. (Topical Writing Activities)</li> <li>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. (Narrative Writing Activities)</li> <li>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"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> <li>Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>Who Am I?</li> <li>Adjectives</li> </ul> </li> <li>Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>Conjunctions</li> </ul> </li> <li>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"> <li>Types of Sentences</li> <li>Skill Builder Song</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PART III: USING FOUNDATIONAL LITERACY SKILLS</b>		
Foundational literacy skills in an alphabetic writing system		
Print Concepts	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Capital Letters; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>Sentence features.pdf: Recognize the distinguishing features of a sentence.                             <ul style="list-style-type: none"> <li>Sentence Strips</li> <li>Language Concepts</li> </ul> </li> </ul>
Phonological Awareness	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse; Consonants Together</li> <li>Letter Sound</li> <li>Name That Sound</li> <li>Blend Phonemes</li> <li>Blend Onset/Rime Sounds</li> <li>Blending</li> <li>Blend Every Sound (Phonemes)</li> <li>Blending Dragon</li> <li>Blending Riddles</li> <li>Word Blending</li> <li>Find the Picture</li> <li>Stick 'n' Spell</li> <li>Spell and Blend</li> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Say and Trace</li> <li>Sound Room</li> <li>Where Is the Sound?</li> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Blending: Onset-Rime</li> <li>Phoneme Blending</li> <li>Sound Sense Bingo Cards</li> </ul> </li> <li>Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>Segmenting: First Phoneme</li> <li>Segmenting: Last Phoneme</li> <li>Phoneme Categorization</li> <li>Sound Sense Playing Cards</li> </ul> </li> <li>Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.                             <ul style="list-style-type: none"> <li>Counting Individual Phonemes</li> <li>Phoneme Segmentation</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Foundational literacy skills in an alphabetic writing system <i>continued</i></b>		
Phonics and Word Recognition	<ul style="list-style-type: none"> <li>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?; Compound Words; Sneaky Magic E; C and G; Key Words</li> <li>Word Mastery</li> <li>Sound Room-Digraphs</li> <li>Pattern Hunt</li> <li>Word Blending</li> <li>Say and Trace</li> <li>Letter Sound</li> <li>Name That Sound</li> <li>Watch Me Read</li> <li>Key Word Match</li> <li>Spell and Blend</li> <li>Word Construction</li> <li>Word Pattern Spelling</li> <li>Syllables</li> <li>Syllable Safari</li> <li>Compound Words</li> <li>Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> <li>Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>Readable Books/Letter Patterns Activities Chart</li> <li>Pattern Word Blending</li> <li>Consonant Blending</li> <li>Pattern Word Building</li> <li>Digraphs:-tch, ch</li> <li>Pattern Word Games</li> <li>Reading Tricks</li> <li>Word Building Activity</li> <li>Letter Cards</li> <li>Key Word Cards</li> <li>Unit Worksheets</li> </ul> </li> <li>Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Long and Short Vowel Cards</li> </ul> </li> <li>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"> <li>Pattern Word Building</li> <li>Word Study Introduction</li> <li>Spelling</li> </ul> </li> <li>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"> <li>Syllable Segmentation</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational literacy skills in an alphabetic writing system <i>continued</i>		
Phonics and Word Recognition <i>continued</i>		<ul style="list-style-type: none"> <li>Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.                             <ul style="list-style-type: none"> <li>Reading Trick: Key Word Match</li> <li>Reading Trick: Pattern Hunt</li> <li>Reading Trick: Mystery Word</li> </ul> </li> <li>Inflectional endings.pdf: Read words with inflectional endings.                             <ul style="list-style-type: none"> <li>Pattern Word Building: Double the Letter</li> <li>Language Concept: Plural Nouns</li> </ul> </li> <li>Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>Say, Spell, Write</li> <li>Power Word Cards</li> </ul> </li> </ul>
Fluency	<ul style="list-style-type: none"> <li>Readable Books</li> <li>Traditional Tales (See titles at end of document.)</li> <li>Expression: Pauses; Exclamations; Quotations; Questions; Phrases</li> <li>Fluency Speed</li> <li>Song: Look for a Clue</li> <li>Rusty and Rosy's Clues</li> <li>Mystery Words</li> <li>Use a Clue</li> <li>Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>Readable Books Chart</li> <li>Repeated Readings</li> <li>Fluency Check Sheets</li> </ul> </li> <li>Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>Use-a-clue</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 2</b>		
<b>PART I: INTERACTING IN MEANINGFUL WAYS</b>		
<b>A. Collaborative</b>		
<i>1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</i>		
<p>ELD PROFICIENCY CONTINUUM</p> <p><i>Emerging</i></p> <p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases.</p> <p><i>Expanding</i></p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information..</p> <p><i>Bridging</i></p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback..</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Speed, and Comprehension Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>– Ball Toss Activity</li> </ul> </li> <li>• Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>• 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.</li> <li>• Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> <li>• 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"> <li>– Treasure Hunt: Adjectives and Adverbs</li> <li>– Simon Says: Verbs, Adverbs and Adjectives</li> <li>– Adjectives</li> <li>– Adverbs</li> </ul> </li> <li>• Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>– Tell a Story Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</i>		
<p><i>Emerging</i> 2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology, where appropriate, for publishing, graphics, and the like.</p> <p><i>Expanding</i> 2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts using technology, where appropriate, for publishing, graphics, and the like.</p> <p><i>Bridging</i> 2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts using technology, where appropriate, for publishing, graphics, and the like.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Writing Introduction</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> <li>• Songs: Strange Spelling; Pronouns; Adverbs; Adjectives Describe; Irregular Verbs</li> <li>• Book: Moose Are Not Meese</li> <li>• Plural Nouns</li> <li>• Irregular Plurals</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>- Moose Are Not Meese</li> <li>- Plural Nouns</li> </ul> </li> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>- Writing About the Past Activity</li> <li>- Irregular Verbs</li> </ul> </li> <li>• 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"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs and Adjectives</li> <li>- Adjectives</li> <li>- Adverbs</li> </ul> </li> <li>• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>- Change the Sentence</li> </ul> </li> <li>• Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> <li>• Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>3. Offering and supporting opinions and negotiating with others in communicative exchanges</i>		
<p><i>Emerging</i> 3. Offering opinions Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X), as well as open responses in order to gain and/or hold the floor.</p> <p><i>Expanding</i> 3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, and the like.</p> <p><i>Bridging</i> 3. Offering opinions Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but X), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, and the like.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>• Songs: Irregular Verbs; Adverbs; Adjectives Describe</li> <li>• Read-Along Books</li> <li>• Fluency, Speed, and Comprehension Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>– Ball Toss Activity</li> </ul> </li> <li>• Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>– Moose Are Not Meese</li> <li>– Plural Nouns</li> </ul> </li> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>– Writing About the Past Activity</li> <li>– Irregular Verbs</li> </ul> </li> <li>• 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"> <li>– Treasure Hunt: Adjectives and Adverbs</li> <li>– Simon Says: Verbs, Adverbs and Adjectives</li> <li>– Adjectives</li> <li>– Adverbs</li> </ul> </li> <li>• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>– Change the Sentence</li> </ul> </li> <li>• Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>– Tell a Story Activity</li> </ul> </li> </ul>



CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</i>		
<p><i>Emerging</i></p> <p>4. Adapting language choices Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</p> <p><i>Expanding</i></p> <p>4. Adapting language choices Adjust language choices (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.</p> <p><i>Bridging</i></p> <p>4. Adapting language choices Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.</p>	<p>Waterford online books are read aloud and include bolded vocabulary words. When any word is clicked, the word is repeated. When the bolded words are clicked, children hear a slowed pronunciation and definition in a pop-up with an illustration. Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>• Songs: Strange Spelling; Pronouns; Irregular Verbs; Adverbs; Adjectives Describe</li> <li>• Book: Moose Are Not Meese</li> <li>• Irregular Plurals</li> <li>• Plural Nouns</li> <li>• Pronouns,</li> <li>• Irregular Verbs,</li> <li>• Adverbs</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.</li> <li>• Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> <li>• Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences.</li> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>- Moose Are Not Meese</li> <li>- Plural Nouns</li> </ul> </li> <li>• Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>- Reflexive Pronouns</li> </ul> </li> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>- Writing About the Past Activity</li> <li>- Irregular Verbs</li> </ul> </li> <li>• 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"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs and Adjectives</li> <li>- Adjectives</li> <li>- Adverbs</li> </ul> </li> <li>• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>- Change the Sentence</li> </ul> </li> <li>• Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Interpretive		
5. <i>Listening actively to spoken English in a range of social and academic contexts</i>		
<p><i>Emerging</i> 5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.</p> <p><i>Expanding</i> 5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.</p> <p><i>Bridging</i> 5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Speed, and Comprehension Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> <li>– Ball Toss Activity</li> </ul> </li> <li>• Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> <li>• 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"> <li>– 45 Online books for listening for key ideas and details</li> </ul> </li> <li>• 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.</li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</i>		
<p><i>Emerging</i> 6. Reading/viewing closely Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</p> <p><i>Expanding</i> 6. Reading/viewing closely Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p><i>Bridging</i> 6. Reading/viewing closely Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up, Five W's</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Build Knowledge</li> <li>• Videos: Words in your World; Big Little Animals; Sheep; Farm Animals</li> <li>• Rusty and Rosy's Clues</li> <li>• Look For a Clue</li> <li>• Use a Clue</li> <li>• Adjectives,</li> <li>• Adverbs</li> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- 52 Online books to practice strategies for understanding.</li> </ul> </li> <li>• 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"> <li>- Why Wind and Water Fight; The Snow Lion; How Rivers Began; The Story of Tong and Mai Nhia</li> </ul> </li> <li>• 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"> <li>- What if You Were an Octopus?; Why Wind and Water Fight</li> </ul> </li> <li>• 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"> <li>- 27 Online books to demonstrate understanding characters, setting, and plot.</li> </ul> </li> <li>• 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"> <li>- Great White Bird; The Talking Lizard; Winter Snoozers; The Courage to Learn; The Bee's Secret; Reaching Above</li> </ul> </li> <li>• 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"> <li>- Tell a Story Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language continued</i>		
6. Reading/viewing closely <i>continued</i>		<ul style="list-style-type: none"> <li>• 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"> <li>- Louis Braille; Reaching Above; The Courage to Learn; Discovering Dinosaurs</li> </ul> </li> <li>• 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"> <li>- 45 Online books for listening for key ideas and details</li> </ul> </li> <li>• 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.</li> <li>• 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"> <li>- Can Matilda Get the Cheese?; What Is in the Tree?; Will You Play With Me?</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area</i>		
<p><i>Emerging</i> 7. Evaluating language choices Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.</p> <p><i>Expanding</i> 7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people, with prompting and moderate support.</p> <p><i>Bridging</i> 7. Evaluating language choices Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>Songs: Put it at the Front; Key Words; Put it at the End; Let's Compare; Compound Words; Adjectives Describe; Synonym Tree; Antonym Ant</li> <li>Read-Along Books</li> <li>Fluency, Comprehension, and Speed Books</li> <li>Informational Books (See titles at end of document.)</li> <li>Describe Characters</li> <li>Compare Characters</li> <li>Make Comparisons</li> <li>Build Knowledge</li> <li>Vocabulary Introduction: Present; Definitions; Matching</li> <li>Prefixes</li> <li>Suffixes</li> <li>Comparatives</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> <li>Poetry Books 1-2; Bad News Shoes; Movin' to the Music; Winter Snoozers</li> </ul> </li> <li>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"> <li>Story Structure Activity</li> </ul> </li> <li>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"> <li>Great White Bird; The Pizza Book; The Piñata Book; The Talking Lizard; The Courage to Learn; The Bee's Secret; Reaching Above</li> </ul> </li> <li>Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> <li>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"> <li>Ball Toss Activity</li> </ul> </li> <li>Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> <li>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"> <li>Can Matilda Get the Cheese?; What Is in the Tree?</li> </ul> </li> <li>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"> <li>Invent a Word: Prefixes and Suffixes</li> <li>Build a Word: Prefixes and Suffixes</li> </ul> </li> <li>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"> <li>Comparatives; Prefixes; Suffixes</li> </ul> </li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area continued</i>		
7. Evaluating language choices <i>continued</i>		<ul style="list-style-type: none"> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>Word Card Activity</li> </ul> </li> <li>Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> </ul>
<i>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</i>		
<p><i>Emerging</i></p> <p>8. Analyzing language choices Distinguish how two different frequently used words (e.g., describing a character as happy versus angry) produce a different effect on the audience.</p> <p><i>Expanding</i></p> <p>8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.</p> <p><i>Bridging</i></p> <p>8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., pleased versus happy versus ecstatic, heard or knew versus believed) produce shades of meaning and different effects on the audience.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>Songs: Synonym Tree; Antonym Ant; Let's Compare; Adjectives Describe; Adverbs; Put it at the Front; Put it at the End; Key Words; Compound Words</li> <li>Synonyms</li> <li>Antonyms</li> <li>Adjectives</li> <li>Adverbs</li> <li>Vocabulary: Introduction; Present; Definitions; Matching</li> <li>Comparatives</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> <li>Poetry Book 1; Poetry Book 2; Bad News Shoes; Movin' to the Music Time; Winter Snoozers</li> </ul> </li> <li>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"> <li>Vocabulary Match: Islands and Volcanoes; Tornadoes</li> </ul> </li> <li>Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> <li>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"> <li>Can Matilda Get the Cheese?; What Is in the Tree?; Will You Play With Me?</li> </ul> </li> <li>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"> <li>Invent a Word: Prefixes and Suffixes; Build a Word: Prefixes and Suffixes</li> </ul> </li> <li>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"> <li>Comparatives; Prefixes; Suffixes</li> </ul> </li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area continued</i>		
Bridging <i>continued</i>		<ul style="list-style-type: none"> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>Word Card Activity</li> </ul> </li> <li>Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> </ul>
<b>C. Productive</b>		
<i>9. Expressing information and ideas in formal oral presentations on academic topics</i>		
<p><i>Emerging</i> 9. Presenting Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).</p> <p><i>Expanding</i> 9. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).</p> <p><i>Bridging</i> 9. Presenting Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, describing how to solve a mathematics problem).</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>Songs: Pronouns; Irregular Verbs; Adverbs; Adjectives Describe</li> <li>Read-Along Books</li> <li>Fluency, Comprehension, and Speed Books</li> <li>Informational Books (See titles at end of document.)</li> <li>Adjectives</li> <li>Adverbs</li> <li>Pronouns</li> <li>Irregular Verbs</li> <li>Plural Nouns</li> <li>Irregular Plurals</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Tell a Story Activity</li> </ul> </li> <li>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"> <li>Visual Aids and Recording Activity</li> </ul> </li> <li>Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>Moose Are Not Meese; Plural Nouns</li> </ul> </li> <li>Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>Reflexive Pronouns</li> </ul> </li> <li>Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>Writing About the Past Activity; Irregular Verbs</li> </ul> </li> <li>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"> <li>Treasure Hunt: Adjectives and Adverbs</li> <li>Simon Says: Verbs, Adverbs and Adjectives</li> <li>Adjectives; Adverbs</li> </ul> </li> <li>Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>Change the Sentence</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>9. Expressing information and ideas in formal oral presentations on academic topics continued</i>		
Presenting <i>continued</i>		<ul style="list-style-type: none"> <li>Uses of English.pdf: Compare formal and informal uses of English.                             <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>
<i>10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</i>		
<p><i>Emerging</i> 10. Writing Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano), using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p> <p><i>Expanding</i> 10. Writing Write short literary texts (e.g., story) and informational texts (e.g., a n explanatory text explaining how a volcano erupts), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p> <p><i>Bridging</i> 10. Writing Write longer literary texts (e.g., story) and informational texts (e.g., an explanatory text explaining how a volcano erupts), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>Writing Introduction</li> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> <li>Songs: Strange Spelling; Pronouns; Adverbs; Adjectives Describe; Irregular Verbs</li> <li>Plural Nouns</li> <li>Irregular Plurals</li> <li>Adjectives</li> <li>Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Bad News Shoes; The Piñata Book; Winter Snoozers</li> </ul> </li> <li>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"> <li>Noise? What Noise?; The Pizza Books; Little Tree</li> </ul> </li> <li>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"> <li>15 Story examples with suggestions for student writing.</li> </ul> </li> <li>Collaborative writing.pdf: Participate in shared research and writing projects.                             <ul style="list-style-type: none"> <li>Noise? What Noise?; Discovering Dinosaurs; The Story Cloth; Little Tree</li> </ul> </li> <li>Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns.                             <ul style="list-style-type: none"> <li>Moose Are Not Meese; Plural Nouns</li> </ul> </li> </ul>



CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology continued</i>		
10. Writing <i>continued</i>		<ul style="list-style-type: none"> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>- Writing About the Past Activity; Irregular Verbs</li> </ul> </li> <li>• 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"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs and Adjectives</li> <li>- Adjectives; Adverbs</li> </ul> </li> <li>• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>- Change the Sentence</li> </ul> </li> <li>• Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> <li>- Noise? What Noise?; Discovering Dinosaurs; The Story Cloth; Little Tree</li> </ul> </li> <li>• Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>11. Supporting own opinions and evaluating others' opinions in speaking and writing</i>		
<p><i>Emerging</i></p> <p>11. Supporting opinions Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p> <p><i>Expanding</i></p> <p>11. Supporting opinions Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</p> <p><i>Bridging</i></p> <p>11. Supporting opinions Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</p>	<ul style="list-style-type: none"> <li>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</li> <li>Songs: Pronouns; Adverbs; Adjectives Describe; Irregular Verbs</li> <li>Read-Along Books</li> <li>Fluency, Comprehension, and Speed Books</li> <li>Informational Books (See titles at end of document.)</li> <li>Irregular Plurals</li> <li>Adjectives</li> <li>Adverbs</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Bad News Shoes; The Piñata Book; Winter Snoozers</li> </ul> </li> <li>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"> <li>45 Online books for listening for key ideas and details</li> </ul> </li> <li>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"> <li>Tell a Story Activity</li> </ul> </li> <li>Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>Writing About the Past Activity; Irregular Verbs</li> </ul> </li> <li>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"> <li>Treasure Hunt: Adjectives and Adverbs</li> <li>Simon Says: Verbs, Adverbs and Adjectives</li> <li>Adjectives; Adverbs</li> </ul> </li> <li>Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>Change the Sentence</li> </ul> </li> <li>Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> <li>Noise? What Noise?; Discovering Dinosaurs; The Story Cloth; Little Tree</li> </ul> </li> <li>Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</i>		
<p><i>Emerging</i></p> <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using key words.</p> <p>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.</p> <p><i>Expanding</i></p> <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using complete sentences and key words.</p> <p>b. Use a growing number of general academic and domain-specific words in order to add detail, to create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.</p> <p><i>Bridging</i></p> <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.</p>	<p>Waterford Early Learning activities expose children to general academic and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>• Songs: Adverbs; Adjectives Describe; Irregular Verbs; Synonym Tree; Antonym Ant</li> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Irregular Plurals</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Vocabulary: Introduction; Present; Definitions; Matching</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>– 45 Online books for listening for key ideas and details</li> </ul> </li> <li>• 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"> <li>– Tell a Story Activity</li> </ul> </li> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>– Writing About the Past Activity; Irregular Verbs</li> </ul> </li> <li>• 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"> <li>– Treasure Hunt: Adjectives and Adverbs</li> <li>– Simon Says: Verbs, Adverbs and Adjectives</li> <li>– Adjectives; Adverbs</li> </ul> </li> <li>• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>– Change the Sentence</li> </ul> </li> <li>• Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> <li>– Noise? What Noise?; Discovering Dinosaurs; The Story Cloth; Little Tree</li> </ul> </li> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>– Word Card Activity</li> </ul> </li> <li>• Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> <li>– Shades of Meaning Charades</li> </ul> </li> <li>• Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>– Tell a Story Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PART II: LEARNING ABOUT HOW ENGLISH WORKS</b>		
<b>A. Structuring Cohesive Texts</b>		
<b>1. Understanding text structure</b>		
<p><i>Emerging</i> 1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p> <p><i>Expanding</i> 1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing with increasing independence.</p> <p><i>Bridging</i> 1. Understanding text structure Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.</p>	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Song: Reading Detective</li> <li>• Map the Story</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- How to Grow a Garden</li> </ul> </li> <li>• 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"> <li>- Text Type Activity—Narrative Text; Informational Text</li> </ul> </li> <li>• Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text.</li> <li>• 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"> <li>- Bad News Shoes; The Piñata Book; Winter Snoozers</li> </ul> </li> <li>• 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"> <li>- Noise? What Noise?; The Pizza Books; Little Tree</li> </ul> </li> <li>• 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.</li> <li>• 15 Story examples with suggestions for student writing.</li> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>- Moose Are Not Meese; Plural Nouns</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p><i>2. Understanding cohesion</i></p> <p><i>Emerging</i> 2. Understanding cohesion Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., today, then) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p> <p><i>Expanding</i> 2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending texts and writing texts with increasing independence.</p> <p><i>Bridging</i> 2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently.</p>		
	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Song: Reading Detective</li> <li>• Sum Up, Remember Order</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- How to Grow a Garden</li> </ul> </li> <li>• 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"> <li>- Text Type Activity—Narrative Text; Informational Text</li> <li>- How to Grow a Garden</li> </ul> </li> <li>• Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> </ul> </li> <li>• 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"> <li>- Bad News Shoes; The Piñata Book; Winter Snoozers</li> </ul> </li> <li>• 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"> <li>- Noise? What Noise?; The Pizza Books; Little Tree</li> </ul> </li> <li>• 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"> <li>- 15 Story examples with suggestions for student writing.</li> </ul> </li> <li>• Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> <li>- Noise? What Noise?; Discovering Dinosaurs; The Story Cloth; Little Tree</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2. Understanding cohesion continued</i>		
2. Understanding cohesion <i>continued</i>		<ul style="list-style-type: none"> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>- Moose Are Not Meese; Plural Nouns</li> <li>- Plural Nouns</li> </ul> </li> <li>• Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>- Reflexive Pronouns</li> </ul> </li> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>- Writing About the Past Activity</li> <li>- Irregular Verbs</li> </ul> </li> <li>• 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"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs and Adjectives</li> <li>- Adjectives</li> <li>- Adverbs</li> </ul> </li> <li>• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>- Change the Sentence</li> </ul> </li> <li>• Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Expanding and Enriching Ideas</b>		
<b>3. Using verbs and verb phrases</b>		
<p><i>Emerging</i></p> <p>3. Using verbs and verb phrases</p> <p>a. Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.</p> <p>b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.</p> <p><i>Expanding</i></p> <p>3. Using verbs and verb phrases</p> <p>a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having thinking/feeling) with increasingly independence.</p> <p>b. Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.</p> <p><i>Bridging</i></p> <p>3. Using verbs and verb phrases</p> <p><i>continued</i></p> <p>a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.</p> <p>b. Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently.</p>	<ul style="list-style-type: none"> <li>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</li> <li>Songs: What Is a Sentence?; Verbs; It Happened Yesterday; Comma, Comma, Comma; Synonym Tree; Antonym Ant</li> <li>Book: I Can't Wait</li> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences.</li> <li>Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>Moose Are Not Meese; Plural Nouns</li> <li>Plural Nouns</li> </ul> </li> <li>Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>Reflexive Pronouns</li> </ul> </li> <li>Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>Writing About the Past Activity; Irregular Verbs</li> </ul> </li> <li>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"> <li>Treasure Hunt: Adjectives and Adverbs</li> <li>Simon Says: Verbs, Adverbs and Adjectives</li> <li>Adjectives; Adverbs</li> </ul> </li> <li>Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>Change the Sentence</li> </ul> </li> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>Word Card Activity</li> </ul> </li> <li>Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> <li>Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>



# CALIFORNIA ELD PROFICIENCY CONTINUUM STANDARDS

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>4. Using nouns and noun phrases</b>		
<p><i>Emerging</i></p> <p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i></p> <p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence.</p> <p><i>Bridging</i></p> <p>4. Using nouns and noun phrases Expand noun phrases in a wide variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, and the like independently.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>Songs: Reading Detective; What Is a Sentence?; Nouns; Apostrophe Pig; Comma, Comma, Comma; Synonym Tree; Pronouns</li> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>Moose Are Not Meese; Plural Nouns</li> <li>Plural Nouns</li> </ul> </li> <li>Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>Reflexive Pronouns</li> </ul> </li> <li>Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>Writing About the Past Activity; Irregular Verbs</li> </ul> </li> <li>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"> <li>Treasure Hunt: Adjectives and Adverbs</li> <li>Simon Says: Verbs, Adverbs and Adjectives</li> <li>Adjectives; Adverbs</li> </ul> </li> <li>Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>Change the Sentence</li> </ul> </li> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>Word Card Activity</li> </ul> </li> <li>Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> <li>Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>



CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>5. Modifying to add details</b>		
<p><i>Emerging</i> 5. Modifying to add details Expand sentences with frequently used adverbials (e.g., prepositional phrases such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i> 5. Modifying to add details Expand sentences with a growing number of adverbials (e.g., prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</p> <p><i>Bridging</i> 5. Modifying to add details Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>Songs: Reading Detective; Preposition Ship; What Is a Sentence?; Nouns; Apostrophe Pig; Comma, Comma, Comma; Synonym Tree; Adjectives Describe; Adverbs</li> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>Moose Are Not Meese; Plural Nouns</li> <li>Plural Nouns</li> </ul> </li> <li>Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>Reflexive Pronouns</li> </ul> </li> <li>Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>Writing About the Past Activity; Irregular Verbs</li> </ul> </li> <li>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"> <li>Treasure Hunt: Adjectives and Adverbs</li> <li>Simon Says: Verbs, Adverbs and Adjectives</li> <li>Adjectives; Adverbs</li> </ul> </li> <li>Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>Change the Sentence</li> </ul> </li> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>Word Card Activity</li> </ul> </li> <li>Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> <li>Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Connecting and Condensing Ideas		
6. Connecting ideas		
<p><i>Emerging</i></p> <p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i></p> <p>6. Connecting ideas Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence.</p> <p><i>Bridging</i></p> <p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. The boy was hungry so he ate a sandwich) independently.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>• Songs: Preposition Ship; What Is a Sentence?; Apostrophe Pig; Comma, Comma, Comma; Synonym Tree; Adjectives Describe; Adverbs; Pronouns</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>– Bad News Shoes; The Piñata Book; Winter Snoozers</li> </ul> </li> <li>• 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"> <li>– Noise? What Noise?; The Pizza Books; Little Tree</li> </ul> </li> <li>• 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"> <li>– 15 Story examples with suggestions for student writing.</li> </ul> </li> <li>• Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> <li>– Noise? What Noise?; Discovering Dinosaurs; The Story Cloth; Little Tree</li> </ul> </li> <li>• 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"> <li>– Tell a Story Activity</li> </ul> </li> <li>• Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences.</li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>6. Connecting ideas continued</i>		
6. Connecting ideas <i>continued</i>		<ul style="list-style-type: none"> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>- Moose Are Not Meese; Plural Nouns</li> <li>- Plural Nouns</li> </ul> </li> <li>• Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>- Reflexive Pronouns</li> </ul> </li> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>- Writing About the Past Activity; Irregular Verbs</li> </ul> </li> <li>• 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"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs and Adjectives</li> <li>- Adjectives; Adverbs</li> </ul> </li> <li>• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>- Change the Sentence</li> </ul> </li> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>- Word Card Activity</li> </ul> </li> <li>• Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> <li>- Shades of Meaning Charades</li> </ul> </li> <li>• Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>7. Condensing ideas</b>		
<p><i>Emerging</i></p> <p>7. Condensing ideas Condense clauses in simple ways (e.g., changing: It's green. It's red. It's green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p> <p><i>Expanding</i></p> <p>7. Condensing ideas Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It's a plant. It's found in the rain forest. It's a green and red plant that's found in the rain forest) to create precise and detailed sentences with increasing independence.</p> <p><i>Bridging</i></p> <p>7. Condensing ideas Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It's a plant. It's green and red. It's found in the tropical rain forest. It's a green and red plant that's found in the tropical rain forest) to create precise and detailed sentences independently.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts in formal or informal English.</p> <ul style="list-style-type: none"> <li>Songs: Preposition Ship; What Is a Sentence?; Apostrophe Pig; Comma, Comma, Comma; Synonym Tree; Adjectives Describe; Adverbs</li> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Bad News Shoes; The Piñata Book; Winter Snoozers</li> </ul> </li> <li>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"> <li>Noise? What Noise?; The Pizza Books; Little Tree</li> </ul> </li> <li>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"> <li>15 Story examples with suggestions for student writing.</li> </ul> </li> <li>Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> <li>Noise? What Noise?; Discovering Dinosaurs; The Story Cloth; Little Tree</li> </ul> </li> <li>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"> <li>Tell a Story Activity</li> </ul> </li> <li>Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences.</li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>7. Condensing ideas continued</i>		
7. Condensing ideas <i>continued</i>		<ul style="list-style-type: none"> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>- Moose Are Not Meese; Plural Nouns</li> <li>- Plural Nouns</li> </ul> </li> <li>• Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>- Reflexive Pronouns</li> </ul> </li> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>- Writing About the Past Activity; Irregular Verbs</li> </ul> </li> <li>• 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"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs and Adjectives</li> <li>- Adjectives; Adverbs</li> </ul> </li> <li>• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>- Change the Sentence</li> </ul> </li> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>- Word Card Activity</li> </ul> </li> <li>• Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> <li>- Shades of Meaning Charades</li> </ul> </li> <li>• Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PART III: USING FOUNDATIONAL LITERACY SKILLS</b>		
Foundational literacy skills in an alphabetic writing system		
Print Concepts	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Capital Letters; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>Sentence features.pdf: Recognize the distinguishing features of a sentence.                             <ul style="list-style-type: none"> <li>Sentence Strips</li> <li>Language Concepts</li> </ul> </li> </ul>
Phonological Awareness	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse; Consonants Together</li> <li>Letter Sound</li> <li>Name That Sound</li> <li>Blend Phonemes</li> <li>Blend Onset/Rime Sounds</li> <li>Blending</li> <li>Blend Every Sound (Phonemes)</li> <li>Blending Dragon</li> <li>Blending Riddles</li> <li>Word Blending</li> <li>Find the Picture</li> <li>Stick 'n' Spell</li> <li>Spell and Blend</li> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Say and Trace</li> <li>Sound Room</li> <li>Where Is the Sound?</li> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Blending: Onset-Rime</li> <li>Phoneme Blending</li> <li>Sound Sense Bingo Cards</li> </ul> </li> <li>Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>Segmenting: First Phoneme</li> <li>Segmenting: Last Phoneme</li> <li>Phoneme Categorization</li> <li>Sound Sense Playing Cards</li> </ul> </li> <li>Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.                             <ul style="list-style-type: none"> <li>Counting Individual Phonemes</li> <li>Phoneme Segmentation</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Foundational literacy skills in an alphabetic writing system <i>continued</i></b>		
Phonics and Word Recognition	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun</li> <li>Readable Books</li> <li>Read-Along Books (See titles at end of document.)</li> <li>Readable Word Play</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Guess the Word</li> <li>Mystery Word Pinball</li> <li>Spelling Instruction</li> <li>Spelling Game</li> <li>Word Recognition</li> <li>Spell and Blend</li> <li>Spelling Scramble</li> <li>Power Words</li> <li>Word Work</li> <li>Prefixes</li> <li>Suffixes</li> <li>Comparatives</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>Lesson 1: /ā/; Lesson 2: /ō/; Lesson 3: /ī/; Lesson 3: /ū/</li> </ul> </li> <li>Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>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</li> <li>Readable Check Sheets</li> </ul> </li> <li>Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels.                             <ul style="list-style-type: none"> <li>Fluency Check Sheets</li> </ul> </li> <li>Prefix and suffix.pdf: Decode words with common prefixes and suffixes.                             <ul style="list-style-type: none"> <li>Lesson 30: Prefixes and Suffixes</li> <li>Invent a Word: Prefixes</li> <li>Build a Word: Prefixes</li> <li>Past Tense Verb; Prefixes; Suffixes</li> </ul> </li> <li>Inconsistent words.pdf: Identify words with inconsistent but common spelling-sound correspondences.                             <ul style="list-style-type: none"> <li>Spelling and Sounds Activity</li> </ul> </li> <li>Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>Lesson 1: /ī/; Lesson 2: /ō/; Lesson 3: /f/; Lesson 4: Irregular Plurals</li> </ul> </li> </ul>

CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational literacy skills in an alphabetic writing system <i>continued</i>		
Phonics and Word Recognition <i>continued</i>		<ul style="list-style-type: none"> <li>• Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> <li>- Phonics and Word Recognition</li> <li>- Long and Short Vowel Cards</li> </ul> </li> <li>• 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"> <li>- Pattern Word Building</li> <li>- Word Study Introduction</li> <li>- Spelling</li> </ul> </li> <li>• 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"> <li>- Syllable Segmentation</li> </ul> </li> <li>• Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> <li>- Reading Trick: Key Word Match</li> <li>- Reading Trick: Pattern Hunt</li> <li>- Reading Trick: Mystery Word</li> </ul> </li> <li>• Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> <li>- Pattern Word Building: Double the Letter</li> <li>- Language Concept: Plural Nouns</li> </ul> </li> <li>• Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> <li>- Say, Spell, Write</li> <li>- Power Word Cards</li> </ul> </li> </ul>



CALIFORNIA ELD STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational literacy skills in an alphabetic writing system <i>continued</i>		
Fluency	<ul style="list-style-type: none"> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> <li>• Read-Along Books</li> <li>• Fluency, Speed, and Comprehension Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Use a Clue</li> <li>• Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- 30 Online books to practice reading with purpose and understanding</li> </ul> </li> <li>• Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> <li>• 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"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>

## 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?

## ALBUMS

### Beginning Math Songs: Volume 1

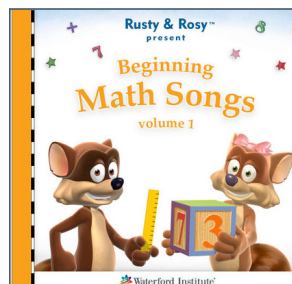
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### 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; Bicky 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

