

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
Reading and  
Classroom  
Advantage*

**99.5%**

*Kentucky  
Academic  
Standards 2019*

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*This document provides a detailed correlation of WATERFORD EARLY LEARNING: READING and CLASSROOM ADVANTAGE to KENTUCKY ACADEMIC STANDARDS 2019.*

## 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.

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>READING FOUNDATIONAL SKILLS</b>		
<b>Print Concepts</b>		
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <p>a. Follow words from left to right, top to bottom and page by page.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>	<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> </ul>
<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p>c. Recognize that words are separated by spaces in print.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <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>
<p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Pick the Letter (Letter Checker)</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet.                             <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonological Awareness</b>		
<p>RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>a. Recognize and orally produce rhyming words.</p>	<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> </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> </ul>
<p>b. Count, pronounce, blend and segment syllables in spoken words.</p>	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
<p>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.</p>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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>
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics and Word Recognition</b>		
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> </ul>	
<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<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> </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>
<p>c. Read common high-frequency words by sight.</p>	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
<p>d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> <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>• Choose a Sound</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Where Is the Sound?</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Fluency</b>		
RF.K.4 Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<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>
<b>READING STANDARDS FOR LITERATURE</b>		
<b>Key Ideas and Details</b>		
RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> <li>• Look at Details</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> </ul>
RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Look at Details</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul> (See titles at end of document.)	
RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Look at Details</li> <li>• Sum Up, Five Ws</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul> (See titles at end of document.)	<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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Craft and Structure</b>		
<p>RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</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> </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</li> <li>- The Big Mitten</li> <li>- The City and the Country Mouse</li> <li>- La Tortuga</li> <li>- The Shoemaker and the Elves</li> <li>- The Brothers</li> <li>- The Ugly Duckling</li> </ul> </li> </ul>
<p>RL.K.5 Recognize common structures of poems, stories and dramas.</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/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</li> <li>- Lumpy Mush</li> <li>- Three Little Kittens</li> <li>- The Alligator in the Library</li> <li>- Garden Visitors</li> </ul> </li> </ul>
<p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p>	<p>Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.                             <ul style="list-style-type: none"> <li>- Andy's Adventures</li> <li>- Rex Is In a Fix</li> <li>- Little Monkey</li> </ul> </li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p>	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Picture Story</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <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 various strategies such as Peek at the Story and Use Clues to Guess</li> </ul> </li> </ul>
<p>RL.K.8 (Not applicable to literature)</p>		



KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Integration of Knowledge and Ideas <i>continued</i></b>		
RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.                             <ul style="list-style-type: none"> <li>- My Super Sticky Sandwich and Lumpy Mush</li> <li>- Lost Socks and Play Ball</li> <li>- At Camp and Family Vacation</li> </ul> </li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
RL.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	<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> </ul>	<ul style="list-style-type: none"> <li>• Group reading activities.pdf: Reading activities, provide opportunities for students to use a variety of comprehension strategies.                             <ul style="list-style-type: none"> <li>- Key details</li> <li>- Story retelling</li> <li>- Identify story elements</li> <li>- Types of text</li> <li>- Author and illustrator</li> <li>- Relationship between picture and story</li> <li>- Compare and contrast</li> </ul> </li> </ul>
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details</b>		
RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> <li>• Look at Details</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>- Seeing Fingers</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> <li>• Look at Details</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	<ul style="list-style-type: none"> <li>• Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	

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

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Reading and Level of Text Complexity</b>		
<p>RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.</p>	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Group reading activities.pdf: Reading activities provide opportunities for students to use a variety of comprehension strategies.                             <ul style="list-style-type: none"> <li>- Key details</li> <li>- Identify main topic</li> <li>- Connection between events</li> <li>- Parts of a book</li> <li>- Identifying the author and illustrator</li> <li>- Relating pictures and text</li> <li>- Supporting ideas with reason</li> <li>- Find the similarity between two texts</li> </ul> </li> </ul>
<b>Handwriting</b>		
<p>HW.K.1 Print all upper and lowercase letters and numerals.</p>	<ul style="list-style-type: none"> <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>• Alphabet Review</li> <li>• Explain Numbers</li> <li>• Number Instruction</li> </ul>	<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> </ul>
<b>Composition</b>		
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</i>		
<p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources continued.)</i>		
b. Introduce the topic.		<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...).</li> <li>- Write with Me</li> </ul>
c. Provide reasons with details to support the opinion.		<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...).</li> <li>- Write with Me</li> </ul>
d. Use grade-appropriate transitions.	<p>Waterford’s rich library of online books offers many examples of transitions. Students listen to and read along with stories that use linking words, phrases, and sentences.</p> <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• First, Next, and Last</li> </ul>	
e. Provide a concluding idea.		<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.</li> <li>- Opinion Writing Activities</li> </ul>
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	<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>• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed.</li> <li>- Family Vacation Creative Writing</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources continued.)</i>		
<p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations and 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>• 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</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
<p>b. Introduce the topic.</p>		<ul style="list-style-type: none"> <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</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
<p>c. Supply information to develop the topic.</p>		<ul style="list-style-type: none"> <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</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
<p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p>		<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources continued.)</i>		
<p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p>	<p>Waterford’s rich library of online books offers many examples of transitions. Students listen to and read along with stories that use linking words, phrases, and sentences.</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>• First, Next, and Last</li> </ul>	
<p>f. Provide a concluding idea.</p>		<ul style="list-style-type: none"> <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> </ul>
<p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</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>• 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>
<p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</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>• 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</li> <li>- Lumpy Mush</li> </ul> </li> </ul>
<p>b. Recount a single event.</p>		<ul style="list-style-type: none"> <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</li> <li>- Lumpy Mush</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources continued.)</i>		
c. Include details which describe actions, thoughts, emotions.	<ul style="list-style-type: none"> <li>Songs: Verbs; Adjectives Describe</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>Lumpy Mush</li> </ul> </li> </ul>
d. Create a sense of closure.		<ul style="list-style-type: none"> <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> </ul>
e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		<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> </ul>
<b>Production and Distribution</b>		
C.K.4 With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	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.	
<b>Research to Build and Present Knowledge</b>		
C.K.5 With guidance and support, participate in shared research and writing projects.	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.	<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...</li> <li>At Camp</li> <li>Together</li> <li>Opposites</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Research to Build and Present Knowledge <i>continued</i></b>		
C.K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>- At Camp</li> <li>- I Go...</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
<b>Range of Writing</b>		
C.K.7 (Begins in grade 3)		
<b>LANGUAGE</b>		
<b>Conventions of Standard English</b>		
L.K.1 When writing or speaking, demonstrate appropriate use of: <ul style="list-style-type: none"> <li>a. common nouns and verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> <li>• Nouns</li> <li>• Verbs</li> </ul>	
b. regular plural nouns by orally adding /s/ or /es/.	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One</li> <li>• Nouns</li> <li>• Plural Nouns</li> </ul>	
c. interrogative sentences using who, what, where, when, why and how.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> </ul>	
d. sentences using common prepositions.	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> </ul>
e. complete sentences.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <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>
L.K.2 When writing: <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
b. Recognize and name end punctuation.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation.pdf: Recognize and name end punctuation.                             <ul style="list-style-type: none"> <li>- I Like Kites Punctuation</li> </ul> </li> </ul>



KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English <i>continued</i></b>		
<p>c. Write a letter or letters for most consonant and short-vowel sounds.</p>	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).                             <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> </ul>
<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Barnyard Bash</li> </ul>	<ul style="list-style-type: none"> <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>
<b>Knowledge of Language</b>		
L.K.3 (Begins in grade 2)		
<b>Vocabulary Acquisition and Use</b>		
<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify homophones.</p>	<ul style="list-style-type: none"> <li>• Songs: Homophone Monkey; To, Too, Two; There, Their, They're</li> </ul>	
<p>b. Identify common affixes and how they change the meaning of a word.</p>	<ul style="list-style-type: none"> <li>• Song: More Than One</li> <li>• Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Activities in Speaking and Listening and Language standards are opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Vocab Introduction</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>	
<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>• Sort</li> <li>• Make Comparisons</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent.                             <ul style="list-style-type: none"> <li>- Object Sort</li> </ul> </li> </ul>
<p>b. Demonstrate an understanding of verbs and adjectives and their antonyms.</p>	<ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Book: Opposites</li> <li>• Opposites</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <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>
<p>c. Demonstrate an understanding of verbs and adjectives and their synonyms.</p>	<ul style="list-style-type: none"> <li>• Songs: Verbs; Synonym Tree</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1</b>		
<b>READING FOUNDATIONAL SKILLS</b>		
<b>Print Concepts</b>		
RF.1.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension. <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation.</li> </ul>	<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>
<b>Phonological Awareness</b>		
RF.1.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes). <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> </ul>	<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</li> <li>• Letter Sound</li> <li>• Name That Sound</li> </ul>	<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> </ul>
<ul style="list-style-type: none"> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> </ul>	<ul style="list-style-type: none"> <li>• Song: Consonants Together</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> </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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonological Awareness continued</i>		
<p>c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Stick 'n' Spell</li> <li>• Letter 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>• 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>
<i>Phonics and Word Recognition</i>		
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<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?</li> <li>• Word Mastery</li> <li>• Sound Room-Digraphs</li> <li>• Pattern Hunt</li> <li>• Spell and Blend</li> <li>• Name That Sound</li> <li>• Word Pattern Spelling</li> <li>• Letter Sound Screening</li> <li>• Word Blending</li> <li>• Say and Trace</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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonics and Word Recognition continued</i>		
<p>b. Decode regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>• Songs: Consonants Together; Sneaky Magic E; C and G; Key Words</li> <li>• Word Mastery</li> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Watch Me Read</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Spell and Blend</li> <li>• Word Construction</li> <li>• Word Pattern Spelling</li> <li>• Say and Trace</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<ul style="list-style-type: none"> <li>• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>• Key Word Match</li> <li>• Word Construction</li> <li>• Word Pattern</li> <li>• Pattern Hunt</li> <li>• Word Blending</li> <li>• Word Mastery Games</li> <li>• Mystery Words</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p>d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Compound Words</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <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>
<p>e. With adult support, decode two-syllable words by breaking the words into syllables.</p>	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> <li>• Watch Me Read</li> </ul>	<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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics and Word Recognition</b> <i>continued</i>		
f. Read words with inflectional endings.	<ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let’s Compare</li> <li>• The Three Sounds of -ed</li> <li>• Suffixes</li> <li>• Comparatives</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
g. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Word Mastery</li> <li>• Power Words</li> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <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>
<b>Fluency</b>		
RF.1.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding.	<ul style="list-style-type: none"> <li>• Reading Tutorial</li> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> <li>• Fluency Speed</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>- Waterford Books</li> </ul> </li> </ul>
b. Orally read grade-level text fluently on successive readings.	<ul style="list-style-type: none"> <li>• Reading Tutorial</li> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> <li>• Fluency Speed</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> </ul>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <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>• 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>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING STANDARDS FOR LITERATURE</b>		
<b>Key Ideas and Details</b>		
RL.1.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Ask a Question</li> <li>• Sum Up, Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<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</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
RL.1.2 With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/ or moral.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Sum Up, Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>- The Snow Lion</li> <li>- How Rivers Began</li> <li>- The Story of Tong and Mai Nhia</li> </ul> </li> </ul>
RL.1.3 Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<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> </ul>
<b>Craft and Structure</b>		
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</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</li> <li>- The Big Mitten</li> <li>- The City and the Country Mouse</li> <li>- La Tortuga</li> <li>- The Shoemaker and the Elves</li> <li>- The Brothers</li> <li>- The Ugly Duckling</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
RL.1.5 Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Traditional Tales (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</li> <li>- Lumpy Mush</li> <li>- Three Little Kittens</li> <li>- The Alligator in the Library</li> <li>- Garden Visitors</li> </ul> </li> </ul>
RL.1.6 With prompting and support, identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>• Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves</li> </ul>	<ul style="list-style-type: none"> <li>• Who is telling the story.pdf: Identify who is telling the story at various points in a text.                             <ul style="list-style-type: none"> <li>- Who Is the Speaker?</li> <li>- The Brothers</li> <li>- The City Mouse and the Country Mouse</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
<i>Integration of Knowledge and Ideas</i>		
RL.1.7 Use a story’s illustrations and details to describe its characters, setting and events.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Recall Details</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>- The Little Red Hen</li> <li>- The City Mouse and the Country Mouse</li> <li>- The Brothers</li> </ul> </li> </ul>
RL.1.8 (Not applicable to literature)		
RL.1.9 Compare/contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories.                             <ul style="list-style-type: none"> <li>- The City Mouse and the Country Mouse</li> </ul> </li> </ul>
<i>Range of Reading and Level of Text Complexity</i>		
RL.1.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Imagine Beyond</li> <li>• Traditional Tales</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	



KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details</b>		
RI.1.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Ask a Question</li> <li>Sum Up, Five Ws</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to be a Scientist Like Jane Goodall</li> <li>I Want to be a Scientist Like George Washington Carver</li> <li>I Want to be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>
RI.1.2 With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Sum Up, Five Ws</li> <li>Traditional Tales (See titles at end of document.)</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> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
RI.1.3 With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Build Knowledge</li> <li>Recall Details</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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; I Want to Be a Scientist Like George Washington Carver</li> </ul> </li> </ul>
<b>Craft and Structure</b>		
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.	<ul style="list-style-type: none"> <li>Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.</li> </ul>	<ul style="list-style-type: none"> <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> <li>Star Pictures</li> </ul> </li> </ul>
RI.1.5 Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	<ul style="list-style-type: none"> <li>Reading Detective (Build Vocabulary)</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.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<i>Integration of Knowledge and Ideas</i>		
RI.1.7 Use the visuals and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
RI.1.8 Identify the claim and the reasons an author gives to support the claim in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
RI.1.9 Identify information from two or more texts on similar themes or topics.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> <li>Growing Flowers</li> </ul> </li> </ul>
<i>Range of Reading and Level of Text Complexity</i>		
RI.1.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	<ul style="list-style-type: none"> <li>Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>Informational reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>Water Is All Around                             <ul style="list-style-type: none"> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to Be a Scientist Like Jane Goodall</li> <li>I Want to Be a Scientist Like George Washington Carver</li> <li>I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>
<i>Handwriting</i>		
HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Composition</b>		
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</i>		
<p>C.1.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</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>• 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> </ul>
<p>b. Introduce the topic.</p>		<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> </ul>
<p>c. Provide reasons with details to support the opinion.</p>		<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> </ul>
<p>d. Use grade-appropriate transitions.</p>	<p>Waterford’s rich library of online books offers many examples of transitions. Students listen to and read along with stories that use linking words, phrases, and sentences.</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>• First, Next, and Last</li> </ul>	
<p>e. Provide a concluding section.</p>		<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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources continued.)</i>		
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		<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> </ul>
C.1.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. <ul style="list-style-type: none"> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <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> </ul>
b. Introduce the topic.		<ul style="list-style-type: none"> <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> </ul>
c. Supply information with detail to develop the topic.		<ul style="list-style-type: none"> <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> </ul>
d. Use grade-appropriate conjunctions to develop text structure within sentences.		<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> </ul>
e. Use grade-appropriate transitions to develop text structure across paragraphs.	Waterford’s rich library of online books offers many examples of transitions. Students listen to and read along with stories that use linking words, phrases, and sentences. <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>• First, Next, and Last</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources continued.)</i>		
f. Provide a concluding section.		<ul style="list-style-type: none"> <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> </ul>
g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		<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> </ul>
C.1.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. <ul style="list-style-type: none"> <li>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>		<ul style="list-style-type: none"> <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> </ul>
b. Recount a single event or multiple events, memories or ideas.		<ul style="list-style-type: none"> <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> </ul>
c. Include details which describe actions, thoughts, emotions.	<ul style="list-style-type: none"> <li>• Songs: Verbs; Adjectives Describe; Adverbs</li> </ul>	<ul style="list-style-type: none"> <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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources continued.)</i>		
d. Use temporal words and phrases to signal event order.	<ul style="list-style-type: none"> <li>• First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
e. Create a sense of closure.		<ul style="list-style-type: none"> <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> </ul>
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	<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> </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> </ul>
<b>Production and Distribution</b>		
C.1.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	Waterford includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice, Word Processor activities.	
<b>Research to Build and Present Knowledge</b>		
C.1.5 With guidance and support, participate in shared research and writing projects.		<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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Research to Build and Present Knowledge <i>continued</i></b>		
C.1.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.		<ul style="list-style-type: none"> <li>• Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question.                             <ul style="list-style-type: none"> <li>- All on the Same Earth</li> <li>- The Bee’s Secret</li> </ul> </li> </ul>
<b>Range of Writing</b>		
C.1.7 (Begins in grade 3)		
<b>LANGUAGE</b>		
<b>Conventions of Standard English</b>		
L.1.1 When writing or speaking, demonstrate appropriate use of: <ul style="list-style-type: none"> <li>a. common, proper and possessive nouns in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Apostrophe Pig; Nouns</li> <li>• Nouns</li> <li>• Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
b. singular and plural nouns with matching verbs in basic sentences.	<ul style="list-style-type: none"> <li>• Songs: More Than One; Nouns; What Is a Sentence?</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <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>
c. personal, possessive and indefinite pronouns in a sentence.	<ul style="list-style-type: none"> <li>• Song: Pronouns</li> <li>• Pronouns</li> </ul>	<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> </ul>
d. verbs to convey a sense of past, present and future in a sentence.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday; Verbs</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <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>
e. frequently occurring adjectives in a sentence.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives.pdf: Use frequently occurring adjectives.                             <ul style="list-style-type: none"> <li>- Who Am I?</li> <li>- Adjectives</li> </ul> </li> </ul>
f. frequently occurring conjunctions in a sentence.		<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> </ul>
g. frequently occurring prepositions in a sentence.	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>- Preposition</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Conventions of Standard English continued</i>		
h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <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>
L.1.2 When writing: a. Capitalize proper nouns, including but not limited to dates and names of people.	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns)(Days)</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize the dates and names of people.                             <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> </ul>
b. Demonstrate appropriate use of end punctuation.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <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>
c. With prompting and support, produce and write commas in dates and to separate single words in a series.	<ul style="list-style-type: none"> <li>• Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks</li> <li>• Edit Commas</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<ul style="list-style-type: none"> <li>• Song: Double the Fun</li> <li>• Double the Fun</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Word Blending</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> </ul>	
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Spelling Scramble</li> <li>• Spell and Blend</li> <li>• Word Blending</li> <li>• Word Pattern</li> <li>• Say and Trace</li> <li>• Word Pattern Spelling</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> </ul>



KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Knowledge of Language</b>		
L.1.3 (Begins in grade 2)		
<b>Vocabulary Acquisition and Use</b>		
<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>• Song: Look for a Clue</li> <li>• Books: Animal Bodies; Star Pictures</li> <li>• Use a Clue</li> <li>• Rusty and Rosy’s Clues</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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> <li>- Star Pictures</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?</li> <li>- What Is in the Tree?</li> <li>- Will You Play with Me?</li> </ul> </li> </ul>
<p>b. Identify common affixes and how they change the meaning of a word.</p>	<ul style="list-style-type: none"> <li>• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End</li> <li>• Double the Fun</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>
<p>c. With guidance and support, identify frequently occurring root words and their inflectional forms.</p>	<ul style="list-style-type: none"> <li>• Song: Tricky Y to I</li> <li>• Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>
<p>d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>	<p>Activities in Speaking and Listening and Language standards are opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read, to be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>• Book: The Birds, the Beast, and the Bat</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sorting common objects into categories.pdf</a>: Sort common objects into categories to gain a sense of the concepts the categories represent.                             <ul style="list-style-type: none"> <li>- Sorting Objects</li> </ul> </li> </ul>
<p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>		<ul style="list-style-type: none"> <li>• <a href="#">Defining words.pdf</a>: Define words by category and by one or more key attributes.                             <ul style="list-style-type: none"> <li>- Sorting Objects</li> </ul> </li> </ul>
<p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	<ul style="list-style-type: none"> <li>• Songs: Synonym Tree; Adjectives Describe; Verbs; Antonym Ant</li> <li>• Synonyms</li> <li>• Adjectives</li> <li>• Verbs</li> <li>• Antonyms</li> </ul>	
<p>d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).</p>	<ul style="list-style-type: none"> <li>• Songs: Synonym Tree; Adjectives Describe; Verbs</li> <li>• Synonyms</li> <li>• Adjectives</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Distinguish meaning among verbs.pdf</a>: 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>
<b>GRADE 2</b>		
<b>READING FOUNDATIONAL SKILLS</b>		
<i>Phonics and Word Recognition</i>		
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Readable Word Play</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Long vs short vowel sounds.pdf</a>: Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Lesson 1: /ā/</li> <li>• Lesson 2: /ō/</li> <li>• Lesson 3: /ī/</li> <li>• Lesson 3: /ū/</li> <li>• Readable Check Sheets</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonics and Word Recognition continued</i>		
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</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> </ul>	<ul style="list-style-type: none"> <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/; /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> </ul>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<ul style="list-style-type: none"> <li>• Word Recognition</li> <li>• Automatic Word Recognition</li> <li>• Power Words</li> <li>• Readable Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• All-Star Spelling</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p>d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.</p>	<ul style="list-style-type: none"> <li>• Songs: Put It at the Front; Put It at the End; Let’s Compare; Tricky Y to I; Double the Fun</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>• 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</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<ul style="list-style-type: none"> <li>• Word Work</li> <li>• Word Recognition</li> <li>• Power Words</li> <li>• Spelling</li> <li>• Spelling Exploration</li> <li>• All-Star Spelling</li> <li>• Make and Spell</li> </ul>	<ul style="list-style-type: none"> <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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonics and Word Recognition continued</i>		
<p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Word Recognition</li> <li>• Word Work</li> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Lesson 1: /ī/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /f/</li> <li>- Lesson 4: Irregular Plurals</li> </ul> </li> </ul>
<b>Fluency</b>		
<p>RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</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> </ul>
<p>b. Orally read grade-level text fluently on successive readings.</p>	<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> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• Use a Clue</li> <li>• Mystery Words</li> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING STANDARDS FOR LITERATURE</b>		
<b>Key Ideas and Details</b>		
RL.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Compare Characters</li> <li>• Map the Story</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> </ul>
RL.2.2 Identify implicit and explicit information from a summary to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	<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>• Sum Up, Remember Order</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>- The Snow Lion</li> <li>- How Rivers Began</li> <li>- The Story of Tong and Mai Nhia</li> </ul> </li> </ul>
RL.2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters: Why Wind and Water Fight</li> <li>• Map the Story</li> <li>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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?</li> <li>- Why Wind and Water Fight</li> </ul> </li> </ul>
<b>Craft and Structure</b>		
RL.2.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	<ul style="list-style-type: none"> <li>• Books: Bad News Shoes; I Hate Peas; Movin’ to the Music</li> <li>• Expression: Phrases</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</li> <li>- Poetry Book 2</li> <li>- Bad News Shoes</li> <li>- Movin’ to the Music Time</li> <li>- Winter Snoozers</li> </ul> </li> </ul>
RL.2.5 Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	<ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Sum Up, Remember Order</li> <li>• Map the Story</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
<p>RL.2.6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.</p>	<ul style="list-style-type: none"> <li>• Books: Why Wind and Water Fight; Three Billy Goats Gruff</li> <li>• Compare Characters</li> <li>• Expression: Quotations</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<i>Integration of Knowledge and Ideas</i>		
<p>RL.2.7 Use a story’s illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.</p>	<ul style="list-style-type: none"> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up, Remember Order</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p>RL.2.8 (Not applicable to literature)</p>		
<p>RL.2.9 Compare/contrast two or more versions of the same story by different authors or from different cultures.</p>	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Read-Along Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures.                             <ul style="list-style-type: none"> <li>- Story Variations Activity</li> </ul> </li> </ul>
<i>Range of Reading and Level of Text Complexity</i>		
<p>RL.2.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• Reading Detective (Peek at the Story/Check My Guess)</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Build Knowledge</li> <li>• Sum Up, Remember Order</li> <li>• Map the Story</li> <li>• Fluency Comprehension</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 with Comprehension Discussion Activities</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details</b>		
<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.</p>	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up, Remember Order</li> <li>• Reading Detective (Peek at the Story/Check My Guess)</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>- Vocabulary Match: Islands and Volcanoes</li> <li>- Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
<p>RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text.</p>	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>- The Talking Lizard</li> <li>- Winter Snoozers</li> <li>- The Courage to Learn</li> <li>- The Bee’s Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>
<p>RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p>	<ul style="list-style-type: none"> <li>• Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> <li>• Build Knowledge</li> </ul>	<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</li> <li>- Reaching Above</li> <li>- The Courage to Learn</li> <li>- Discovering Dinosaurs</li> </ul> </li> </ul>
<b>Craft and Structure</b>		
<p>RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.</p>	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>- Vocabulary Match: Tornadoes</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
RI.2.5 Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	<ul style="list-style-type: none"> <li>• Informational Texts (See titles at end of document.)</li> <li>• Map the Story</li> </ul>	
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>- The Pizza Book</li> <li>- The Piñata Book</li> <li>- The Talking Lizard</li> <li>- The Courage to Learn</li> <li>- The Bee's Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>
<i>Integration of Knowledge and Ideas</i>		
RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	<ul style="list-style-type: none"> <li>• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
RI.2.8 Describe how reasons support specific claims the author makes in a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic.	<ul style="list-style-type: none"> <li>• Books: Louis Braille and Seeing Fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic.                             <ul style="list-style-type: none"> <li>- Venn Diagram Activity: Penguins and Falcons</li> </ul> </li> </ul>



KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Reading and Level of Text Complexity</b>		
RI.2.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	<ul style="list-style-type: none"> <li>Informational Books: Sound; White-tailed Deer; the Talking Lizard; Water; Sequoyah’s Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; The Bee’s Secret; Reaching Above; Your Backyard; Fossils Under Our Feet; Water; Inventions All Around; I Want to Be a Scientist Like... Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like... Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> </ul>	
<b>Handwriting</b>		
HW.2.1 Introduce formation of all upper- and lowercase cursive letters.		
<b>Composition</b>		
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</i>		
C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. <ul style="list-style-type: none"> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details</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</li> <li>The Piñata Book</li> <li>Winter Snoozers</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</li> </ul>	<ul style="list-style-type: none"> <li>Prewrite: Mapping</li> <li>First Draft</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</li> <li>The Piñata Book</li> <li>Winter Snoozers</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources continued.)</i>		
c. Provide reasons with details to support the opinion.		<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</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul> </li> </ul>
d. Use grade-appropriate transitions.	Waterford’s rich library of online books offers many examples of transitions. Students listen to and read along with linking words, phrases, and sentences. <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• First, Next, and Last</li> </ul>	
e. Provide a concluding section.		<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</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul> </li> </ul>
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</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> </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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources continued.)</i>		
<p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</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>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• First Draft</li> <li>• Revise: Add Details</li> </ul>	<ul style="list-style-type: none"> <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?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>
<p>b. Introduce the topic.</p>		<ul style="list-style-type: none"> <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?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>
<p>c. Supply information with detail to develop the topic.</p>		<ul style="list-style-type: none"> <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?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>
<p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p>		<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> </ul>
<p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p>	<p>Waterford’s rich library of online books offers many examples of transitions. Students listen to and read along with stories that use linking words, phrases, and sentences.</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>• First, Next, and Last</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources continued.)</i>		
f. Provide a concluding section.		<ul style="list-style-type: none"> <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?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>
g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</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> </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> </ul>
<p>C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<ul style="list-style-type: none"> <li>• Prewrite: Mapping</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
b. Recount a single event or multiple events, memories or ideas.		<ul style="list-style-type: none"> <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> </ul>
c. Include details which describe actions, thoughts, emotions.	<ul style="list-style-type: none"> <li>• Songs: Verbs; Adjectives Describe; Adverbs</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <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> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
d. Use temporal words and phrases to signal event order.	<ul style="list-style-type: none"> <li>• First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
e. Create a sense of closure.		<ul style="list-style-type: none"> <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> </ul>
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</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> </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> </ul>
<b>Production and Distribution</b>		
C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	<ul style="list-style-type: none"> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> </ul>	
<b>Research to Build and Present Knowledge</b>		
C.2.5 Conduct shared research and writing projects that build knowledge about a topic.		<ul style="list-style-type: none"> <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> </ul>
C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions.		<ul style="list-style-type: none"> <li>• Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question.                             <ul style="list-style-type: none"> <li>- All on the Same Earth</li> <li>- The Bee's Secret</li> </ul> </li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Writing</b>		
C.2.7 (Begins in grade 3)		
<b>LANGUAGE</b>		
<b>Conventions of Standard English</b>		
L.2.1 In writing or speaking, demonstrate appropriate use of: a. collective nouns.	<ul style="list-style-type: none"> <li>Irregular Plurals</li> </ul>	
b. frequently occurring irregular nouns.	<ul style="list-style-type: none"> <li>Song: Strange Spelling</li> <li>Book: Moose Are Not Meese</li> <li>Irregular Plurals</li> <li>Plural Nouns</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> </ul>
c. reflexive pronouns.	<ul style="list-style-type: none"> <li>Song: Pronouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive pronouns.pdf: Use reflexive pronouns.                             <ul style="list-style-type: none"> <li>Reflexive Pronouns</li> </ul> </li> </ul>
d. past tense of frequently occurring irregular verbs.	<ul style="list-style-type: none"> <li>Song: Irregular Verbs</li> <li>Irregular Verbs</li> </ul>	<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</li> <li>Irregular Verbs</li> </ul> </li> </ul>
e. adjectives and adverbs in sentence formation.	<ul style="list-style-type: none"> <li>Songs: Adverbs; Adjectives Describe</li> <li>Adverbs</li> <li>Adjectives</li> <li>Revise: Add Details; Use Interesting Words</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
f. producing, expanding and rearranging complete simple and compound sentences.	<ul style="list-style-type: none"> <li>Revise: Start Sentences Differently; Add Details; Use Interesting Words</li> </ul>	<ul style="list-style-type: none"> <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>
L.2.2 When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names.	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize holidays, product names, and geographic names.                             <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> </ul>
b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).	<ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma</li> <li>Edit Commas</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Language continued</i>		
c. Use apostrophe to form contractions and possessives.	<ul style="list-style-type: none"> <li>• Songs: Apostrophe Pig; Contraction Action</li> <li>• Contractions</li> <li>• Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.                             <ul style="list-style-type: none"> <li>- Contractions</li> <li>- Possessive Nouns</li> </ul> </li> </ul>
d. Generalize spelling patterns.	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters</li> <li>• Power Words</li> <li>• Word Work</li> <li>• Spell and Blend</li> <li>• Spelling Instruction</li> <li>• Spelling Exploration</li> <li>• Make and Spell</li> <li>• All-Star Spelling</li> <li>• Word Pattern Spelling</li> <li>• Editing: Check Spelling; Check Tricky Spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words.                             <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> </ul> </li> </ul>
e. Use reference materials to self-check and correct spelling.	<ul style="list-style-type: none"> <li>• Reading Detective: Build Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Consulting reference materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.                             <ul style="list-style-type: none"> <li>- Vocabulary Dictionary</li> </ul> </li> </ul>
<b>Knowledge of Language</b>		
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	<ul style="list-style-type: none"> <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>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary Acquisition and Use</b>		
<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter</li> <li>• Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw’s Chorus</li> <li>• Rusty and Rosy’s Clues</li> <li>• Look For a Clue</li> <li>• Use a Clue</li> </ul>	<ul style="list-style-type: none"> <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?</li> <li>- What Is in the Tree?</li> <li>- Will You Play With Me?</li> </ul> </li> </ul>
<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word.</p>	<ul style="list-style-type: none"> <li>• Song: Put It at the Front; Key Words</li> <li>• Prefixes</li> </ul>	<ul style="list-style-type: none"> <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> <li>- Prefixes</li> </ul> </li> </ul>
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<ul style="list-style-type: none"> <li>• Songs: Let’s Compare; Put It at the Front; Put It at the End; Key Words</li> <li>• Comparatives</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p>	<ul style="list-style-type: none"> <li>• Songs: Compound Words; Key Words</li> <li>• Compound Words</li> </ul>	
<p>e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> <li>• Reading Detective: Build Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases.                             <ul style="list-style-type: none"> <li>- Vocabulary Dictionary</li> </ul> </li> </ul>



KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>Activities in Speaking and Listening and Language standards are opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read-Along Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>	
<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Songs: Adjectives Describe; Synonym Tree; Antonym Ant</li> <li>• Adjectives</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul>	
<p>b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).</p>	<ul style="list-style-type: none"> <li>• Song: Synonym Tree</li> <li>• Synonyms</li> </ul>	<ul style="list-style-type: none"> <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>

## 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

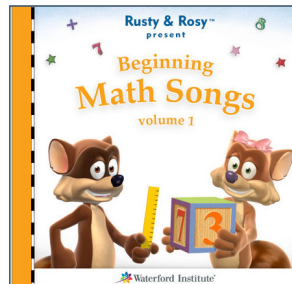
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### 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; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; Verbs that Link; Consonants; Pronouns, Sneaky Magic E; Silent Letters—G-H; Silent Letters—W; Drop Magic E; Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound; Double the Fun; Strange Spelling; More Than One; Reading Detective—Peek at the Story



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

## WEEKLY HOMELINK NEWSLETTERS

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

## MATH HOMELINK NEWSLETTERS

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

## SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

### Comprehension and Vocabulary

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

### Readiness Skills Letters

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

### Phonological Awareness Letters

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

## MY BACKPACK APP

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

