

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
Reading and  
Classroom  
Advantage*

**99%**

*North Carolina  
Standard Course of  
Study for English  
Language Arts  
2017*

# TABLE OF CONTENTS

|   |           |
|---|-----------|
| <b>OVERVIEW.....</b>                                | <b>1</b>  |
| <b>KINDERGARTEN .....</b>                           | <b>2</b>  |
| Reading: Literature .....                           | 2         |
| Reading: Informational Text.....                    | 4         |
| Reading: Foundational Skills .....                  | 7         |
| Writing .....                                       | 11        |
| Speaking and Listening.....                         | 13        |
| Language.....                                       | 14        |
| <b>GRADE 1.....</b>                                 | <b>19</b> |
| Reading: Literature .....                           | 19        |
| Reading: Informational Text.....                    | 21        |
| Reading: Foundational Skills .....                  | 23        |
| Writing .....                                       | 27        |
| Speaking and Listening.....                         | 29        |
| Language.....                                       | 31        |
| <b>GRADE 2.....</b>                                 | <b>36</b> |
| Reading: Literature .....                           | 36        |
| Reading: Informational Text.....                    | 38        |
| Reading: Foundational Skills .....                  | 40        |
| Writing .....                                       | 43        |
| Speaking and Listening.....                         | 45        |
| Language.....                                       | 47        |
| <b>WATERFORD BOOKS AND RELATED ACTIVITIES .....</b> | <b>54</b> |
| <b>WATERFORD FAMILY ENGAGEMENT RESOURCES .....</b>  | <b>56</b> |

## *This document provides a detailed correlation of* WATERFORD EARLY LEARNING: READING *and* CLASSROOM ADVANTAGE *to* NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS 2017.

### 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.

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES*  |
|---|---|---|
| <b>KINDERGARTEN</b>   |   |   |
| <b>READING: LITERATURE</b>  |   |   |
| CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |   |   |
| RL.K.1 With prompting and support, ask and answer questions about key details in a 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>                 |
| CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.  |   |   |
| RL.K.2 With prompting and support, retell familiar stories, including key details.  | <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<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>Story retelling.pdf: With prompting and support, retell familiar stories, including key details.                             <ul style="list-style-type: none"> <li>11 stories with discussion ideas to build comprehension</li> </ul> </li> </ul>                       |
| CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |   |   |
| RL.K.3 With prompting and support, identify characters, settings, and major events in a story.  | <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<br/>(See titles at end of document.)</li> </ul>  | <ul style="list-style-type: none"> <li>Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story.                             <ul style="list-style-type: none"> <li>21 stories with discussion questions to build comprehension</li> </ul> </li> </ul> |

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

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| <b>CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</b>  |  |   |
| RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.  | <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> |
| <b>CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b> |  |   |
| RL.K.5 Recognize common types of texts.   | <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>  |
| <b>CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.</b>  |  |   |
| RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.  | <p>Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <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>CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>   |  |   |
| RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.  | <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>  |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |   |  |
| RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   | <ul style="list-style-type: none"> <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>   |
| RL.K.10 Actively engage in group reading activities with purpose and understanding.   |   |  |
| RL.K.10 Actively engage in group reading activities with purpose and understanding.   | <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: All activities, provide opportunities for engagement in group reading.                             <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: INFORMATIONAL TEXT</b>  |   |  |
| CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |   |  |
| RI.K.1 With prompting and support, ask and answer questions about key details in a 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>   |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. RI</b>  |   |  |
| RI.K.2 With prompting and support, identify the main topic and retell key details 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>• Sum Up, Remember Order</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>   |
| <b>CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>   |   |  |
| RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  | <ul style="list-style-type: none"> <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>   | <ul style="list-style-type: none"> <li>• Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Think With Me</li> <li>- Growing Flowers</li> </ul> </li> </ul> |
| <b>CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</b>  |   |  |
| RI.K.4 With prompting and support, ask and answer questions about 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.  |  |
| <b>CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b> |   |  |
| RI.K.5 Identify the front cover, back cover, and title page of a book.  | <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>• 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>  |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.  |   |   |
| RI.K.6 With prompting and support, define the role of the author and illustrator 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> |
| CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                   |   |   |
| RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.  | <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>                 |
| CCR Anchor Standard R.8—Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |   |   |
| RI.K.8 Begins in grade 1.  |   |   |
| CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                            |   |   |
| RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.   | <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>      |



| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| CCR Anchor Standard R.10—Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.                             |   |  |
| RI.K.10 Actively engage in group reading activities with purpose and understanding.   | <ul style="list-style-type: none"> <li>Informational Books<br/>(See titles at end of document.)</li> </ul>  | <ul style="list-style-type: none"> <li>Group reading activities.pdf: All reading activities provide opportunities for engagement in group reading.                             <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>READING: FOUNDATIONAL SKILLS</b>   |   |  |
| <b>Print Concepts</b>   |   |  |
| RF.K.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> </ul> | All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>Decodable Books<br/>(See titles at end of document.)</li> </ul> | <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>  |
| b. Recognize that spoken words are represented in written language by specific sequences of letters.  | <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>  |
| c. Understand that words are separated by spaces in print.  | <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>   |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <b>Print Concepts <i>continued</i></b>   |   |  |
| d. Recognize and name all upper- and lowercase letters of the alphabet.  | <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>  |
| <b>Handwriting</b>   |   |  |
| RF.K.2 Print upper- and lowercase letters.   | <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> </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>Phonological Awareness</b>  |   |  |
| RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Recognize and produce rhyming words. | <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<br/>(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> |
| b. Count, pronounce, blend, and segment syllables in spoken words.   | <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>  |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <b>Phonological Awareness <i>continued</i></b>  |  |  |
| c. Blend and segment onsets and rimes of single-syllable spoken words.  | <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>  |
| d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)  | <ul style="list-style-type: none"> <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> |
| e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  | <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>   |  |
| <b>Phonics and Word Recognition</b>   |  |  |
| RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. | <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>                                  |  |
| b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.   | <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>  |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| <b>Phonics and Word Recognition</b> <i>continued</i>   |   |  |
| c. Read common high-frequency words by sight.  | <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>   |  |
| d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | <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> |  |
| <b>Fluency</b>   |   |  |
| RF.K.5 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 (See titles at end of document.)</li> </ul>   | <ul style="list-style-type: none"> <li>Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul> |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>WRITING</b>   |  |   |
| CCR Anchor Standard W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |  |   |
| <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing 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>• 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> <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> |
| CCR Anchor Standard W.2—Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   |  |   |
| <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing 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>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul> | <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> <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>  |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>CCR Anchor Standard W.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>   |  |  |
| <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing 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>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</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> <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>CCR Anchor Standard W.4—Use digital tools and resources to produce and publish writing and to interact and collaborate with others.</b>   |  |  |
| <p>W.K.4 With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.</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>                                   |  |
| <b>CCR Anchor Standard W.5—Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>   |  |  |
| <p>W.K.5 Participate in shared investigation of grade appropriate topics and writing projects.</p>   |  | <ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> <li>- Think and Write Activity</li> <li>- I Go...</li> <li>- At Camp</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>  |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| CCR Anchor Standard W.6—Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                 |   |  |
| W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  | <ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Step Into the Story</li> <li>• Find an Answer</li> <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>SPEAKING AND LISTENING</b>   |   |  |
| CCR Anchor Standard SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.       |   |  |
| SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions.             | Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.                             | <ul style="list-style-type: none"> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>  |
| b. Continue a conversation through multiple exchanges.  |   | <ul style="list-style-type: none"> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>  |
| CCR Anchor Standard SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |   |  |
| SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |   | <ul style="list-style-type: none"> <li>• Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> <li>- My Super Sticky Sandwich</li> <li>- Ooey, Goey Mud</li> <li>- The Alligator in the Library</li> <li>- Lost Socks</li> <li>- Moving Day</li> <li>- Mine</li> </ul> </li> </ul> |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>CCR Anchor Standard SL.3—Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>   |  |   |
| SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.   | <ul style="list-style-type: none"> <li>Science Investigation</li> </ul>  | <ul style="list-style-type: none"> <li>Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.                             <ul style="list-style-type: none"> <li>My Super Sticky Sandwich</li> <li>Ooey, Goopy Mud</li> <li>The Alligator in the Library</li> <li>Lost Socks</li> <li>Moving Day</li> <li>Mine</li> </ul> </li> </ul> |
| <b>CCR Anchor Standard SL.4—Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b> |  |   |
| SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly.  |  | <ul style="list-style-type: none"> <li>Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.                             <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>   |
| <b>CCR Anchor Standard SL.5—Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>   |  |   |
| SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.  | Waterford encourages everyone to have writing and art materials available for children’s creations.                                      | <ul style="list-style-type: none"> <li>Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details.                             <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>  |
| <b>LANGUAGE</b>  |  |   |
| <b>CCR Anchor Standard L.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.</b>                       |  |   |
| <b>L.K.1 Language Standards 1: Grammar Continuum—K-1</b>   |  |   |
| Subject/Verb Agreement<br>Use singular and plural nouns with matching verbs in basic sentences   | <ul style="list-style-type: none"> <li>Songs: Nouns; Verbs; More Than One</li> <li>Nouns</li> <li>Verbs</li> <li>Plural Nouns</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>   |
| Nouns<br>Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)  | <ul style="list-style-type: none"> <li>Songs: Nouns; More Than One</li> <li>Nouns</li> <li>Plural Nouns</li> </ul>                       |   |



| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| <i>L.K.1 Language Standards 1: Grammar Continuum—K-1 continued</i>   |   |   |
| Use common, proper, & possessive nouns   | <ul style="list-style-type: none"> <li>Songs: Nouns; Apostrophe Pig</li> <li>Nouns</li> <li>Possessive Nouns</li> </ul>                 | <ul style="list-style-type: none"> <li>Nouns.pdf: Use common, proper, and possessive nouns.</li> <li>Skill Builder Song: “Nouns”                             <ul style="list-style-type: none"> <li>Nouns</li> </ul> </li> </ul>                  |
| Verbs<br>Form frequently occurring verbs   | <ul style="list-style-type: none"> <li>Song: Verbs</li> <li>Verbs</li> </ul>  |   |
| Convey sense of time   | <ul style="list-style-type: none"> <li>Songs: Verbs; It Happened Yesterday</li> </ul>   |   |
| Adjectives<br>Use frequently occurring adjectives  | <ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> </ul>   |   |
| Conjunctions<br>Use frequently occurring conjunctions  |   | <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>  |
| Sentences<br>Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory 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> |
| Understand and use question words  | <ul style="list-style-type: none"> <li>Sum Up, Five Ws</li> </ul>   |   |
| Prepositions<br>Use frequently occurring 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>  |
| Pronouns<br>Use personal, possessive, and indefinite pronouns  | <ul style="list-style-type: none"> <li>Song: 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>  |
| Determiners<br>Use Determiners   |   | <ul style="list-style-type: none"> <li>Determiners.pdf: Use determiners.                             <ul style="list-style-type: none"> <li>Determiners</li> </ul> </li> </ul>  |
| <b>CCR Anchor Standard L.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</b> |   |   |
| <i>L.K.2 Language Standards 2: Conventions Continuum—K-1</i>   |   |   |
| Capitalization<br>Capitalize the first word in a sentence  | <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>        |
| Capitalize the pronoun “I”   | <ul style="list-style-type: none"> <li>Song: Pronouns</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>        |

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|---|---|--|
| <i>L.K.2 Language Standards 2: Conventions Continuum—K-1 continued</i>              |   |  |
| Capitalize 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>  |
| Punctuation<br>Recognize 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>   |
| 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>   |
| Use end punctuation for sentences   | <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>   |
| Use commas in dates   | <ul style="list-style-type: none"> <li>Songs: Comma, Comma, Comma; 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>  |
| Spelling<br>Write a letter or letters for most consonant and shortvowel sounds      | <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>   |  |
| Spell simple words phonetically, drawing on knowledge of sound-letter relationships | <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> |

# NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS 2017

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <i>L.K.2 Language Standards 2: Conventions Continuum—K-1 continued</i>  |   |  |
| Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions  | <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> |
| Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate 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>  |  |
| CCR Anchor Standard L.3—Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |   |  |
| L.K.3 (Begins in grade 2)   |   |  |
| CCR Anchor Standard L.4— Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards. |   |  |
| L.K.4 Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.   | 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.  |  |

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|---|---|--|
| <b>CCR Anchor Standard L.5—Demonstrate understanding of figurative language and nuances in word meanings.</b>   |   |  |
| <p>L.K.5 With guidance and support from adults, explore nuances in word meanings.</p> <p>a. Sort common objects into categories 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 understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>  | <ul style="list-style-type: none"> <li>Songs: Verbs; Adjectives Describe</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. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</p>  | <ul style="list-style-type: none"> <li>Song: Verbs</li> <li>Verbs</li> </ul>  | <ul style="list-style-type: none"> <li>Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> <li>Shades-of-Meaning Charades</li> </ul> </li> </ul> |
| <b>CCR Anchor Standard L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b> |   |  |
| <p>L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.</p>   | <p>Activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <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> |  |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>GRADE 1</b>  |  |   |
| <b>READING: LITERATURE</b>  |  |   |
| CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |  |   |
| RL.1.1 Ask and answer questions about key details in a 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</li> </ul> (See titles at end of document.)  | <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>   |
| CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.  |  |   |
| RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.   | <ul style="list-style-type: none"> <li>Recall Details</li> <li>Sum Up, Remember Order</li> <li>Sum Up, Five Ws</li> <li>Traditional Tales</li> </ul> (See titles at end of document.)                                  | <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>   |
| CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |  |   |
| RL.1.3 Describe characters, settings, and major events in a story, using key details.   | <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</li> </ul> (See titles at end of document.) | <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>   |
| CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.   |  |   |
| RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  | <ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Books</li> </ul> (See titles at end of document.)  | <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> |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |   |  |
| RL.1.5 Explain major differences between books that tell stories and books that give information.  | <ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Books<br/>(See titles at end of document.)</li> </ul>   | <ul style="list-style-type: none"> <li>Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                             <ul style="list-style-type: none"> <li>Text Type Activity—Narrative Text</li> <li>Text Type Activity—Informational Text</li> <li>How to Grow a Garden</li> </ul> </li> </ul> |
| CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.  |   |  |
| RL.1.6 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>   |
| CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |   |  |
| RL.1.7 Use illustrations and details in a story to describe its characters, setting, or 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<br/>(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>  |
| CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |   |  |
| RL.1.9 Compare and 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<br/>(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>   |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take <i>continued</i> .   |  |  |
| RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.   | <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</li> </ul> (See titles at end of document.) |  |
| <b>READING: INFORMATIONAL TEXT</b>  |  |  |
| CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |  |  |
| RI.1.1 Ask and answer questions about key details in a 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</li> </ul> (See titles at end of document.)                              | <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>                  |
| CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.  |  |  |
| RI.1.2 Identify the main topic and retell key details of a text.  | <ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Informational Books</li> </ul> (See titles at end of document.)   | <ul style="list-style-type: none"> <li>• Identifying the main topic.pdf: Identify the main topic and retell key details of a text.                             <ul style="list-style-type: none"> <li>- Water Is All Around</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> |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>   |   |   |
| RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  | <ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Compare Characters</li> <li>• Build Knowledge</li> <li>• Recall Details</li> <li>• Informational Books<br/>(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>CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</b>  |   |   |
| RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  | <p>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.</p> <ul style="list-style-type: none"> <li>• Books: Animal Bodies; Star Pictures</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>  |
| <b>CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b> |   |   |
| RI.1.5 Know and use various text features 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>  |
| <b>CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.</b>  |   |   |
| 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<br/>(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>   |
| <b>CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>   |   |   |
| RI.1.7 Use the illustrations and details in a text to describe its key ideas.   | <ul style="list-style-type: none"> <li>• Informational Books<br/>(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>  |
| <b>CCR Anchor Standard R.8—Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>                           |   |   |
| RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.  | <ul style="list-style-type: none"> <li>• Informational Books<br/>(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>  |



| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         |   |   |
| RI.1.9 Identify basic similarities in and differences between two texts on the same topic.  | <ul style="list-style-type: none"> <li>Informational Books<br/>(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>  |
| CCR Anchor Standard R.10—Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |   |   |
| RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time                               | <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.                             <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> |
| <b>READING: FOUNDATIONAL SKILLS</b>   |   |   |
| <b>Print Concepts</b>   |   |   |
| RF.1.1 Demonstrate understanding of the organization and basic features of print.<br>a. Recognize and use capitalization and ending punctuation.                          | <ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Capital Letters; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</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>Handwriting</b>  |   |   |
| RF.1.2 Print all upper- and lowercase letters legibly.  | <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>   |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>Phonological Awareness</b>   |  |   |
| RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Distinguish long from short vowel sounds in spoken single-syllable words. | <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>   |
| b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  | <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>  |
| c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  | <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> </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> </ul> |
| d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).   | <ul style="list-style-type: none"> <li>Phoneme Segmentation</li> </ul>   | <ul style="list-style-type: none"> <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>                                      |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>Phonics and Word Recognition</b>   |  |  |
| <p>RF.1.4 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>   |
| <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>  |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| <b>Phonics and Word Recognition</b> <i>continued</i>  |  |   |
| d. 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>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>   |
| e. Decode two-syllable words following basic patterns by breaking the words into syllables.   | <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> |
| 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.1.5 Read with sufficient accuracy and fluency to support comprehension.<br>a. Read on-level text with purpose and understanding. | <ul style="list-style-type: none"> <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. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                                | <ul style="list-style-type: none"> <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>                                 |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <b>Fluency <i>continued</i></b>   |  |  |
| 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>   |
| <b>WRITING</b>  |  |  |
| <b>CCR Anchor Standard W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>   |  |  |
| W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure. <ul style="list-style-type: none"> <li>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</li> </ul> | <ul style="list-style-type: none"> <li>Writing Introduction</li> <li>Prewrite: Word Bank; Title; 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, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>Opinion Writing Activities</li> </ul> </li> </ul> |
| b. 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>Writing Introduction</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>CCR Anchor Standard W.2—Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>   |  |  |
| W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. <ul style="list-style-type: none"> <li>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</li> </ul>   | <ul style="list-style-type: none"> <li>Writing Introduction</li> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> </ul>   | <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>  |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
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| CCR Anchor Standard W.2—Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content <i>continued</i> .   |   |   |
| b. 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>• Writing Introduction</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>  |
| CCR Anchor Standard W.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |   |   |
| <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> | <ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</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. 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>• Writing Introduction</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>  |
| CCR Anchor Standard W.4—Use digital tools and resources to produce and publish writing and to interact and collaborate with others.  |   |   |
| W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.   | <p>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</p> <ul style="list-style-type: none"> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> </ul> |   |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| CCR Anchor Standard W.5—Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                                       |  |  |
| W.1.5 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> |
| CCR Anchor Standard W.6—Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.           |  |  |
| W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  | <ul style="list-style-type: none"> <li>Connect to Me</li> <li>Build Knowledge</li> </ul> | <ul style="list-style-type: none"> <li>Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions).                             <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul> |
| <b>SPEAKING AND LISTENING</b>   |  |  |
| CCR Anchor Standard SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |  |  |
| SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions.            |  | <ul style="list-style-type: none"> <li>Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>   |
| b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   |  | <ul style="list-style-type: none"> <li>Conversation building.pdf: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.                             <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>   |
| c. Ask questions to clear up any confusion about the topics and texts under discussion.   | <ul style="list-style-type: none"> <li>Ask a Question</li> </ul>                         | <ul style="list-style-type: none"> <li>Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion.                             <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>   |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| CCR Anchor Standard SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |   |   |
| SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  | <ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• Recall Details</li> <li>• Sum Up, Five Ws</li> </ul> | <ul style="list-style-type: none"> <li>• Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>         |
| CCR Anchor Standard SL.3—Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.   |   |   |
| SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  |   | <ul style="list-style-type: none"> <li>• Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> <li>- Ask and Answer Activity</li> </ul> </li> </ul>                   |
| CCR Anchor Standard SL.4—Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |   |   |
| SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  |   | <ul style="list-style-type: none"> <li>• Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> <li>- Ask and Answer Activity</li> </ul> </li> </ul>   |
| CCR Anchor Standard SL.5—Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |   |   |
| SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.           | <ul style="list-style-type: none"> <li>• Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> <li>- Visual Aids and Recording Activity</li> </ul> </li> </ul> |



| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>LANGUAGE</b>   |   |   |
| CCR Anchor Standard L.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |   |   |
| <i>L.1.1 Language Standards 1: Grammar Continuum—K-1</i>  |   |   |
| Subject/Verb Agreement<br>Use singular and plural nouns with matching verbs in basic sentences  | <ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Nouns; Verbs; More Than One</li> <li>Nouns</li> <li>Verbs</li> <li>Plural Nouns</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>   |
| Nouns<br>Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)   | <ul style="list-style-type: none"> <li>Songs: Nouns; More Than One</li> <li>Nouns</li> <li>Plural Nouns</li> </ul>  |   |
| Use common, proper, & possessive nouns  | <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>  |
| Verbs<br>Form frequently occurring verbs  | <ul style="list-style-type: none"> <li>Song: Verbs</li> <li>Verbs</li> </ul>  |   |
| Convey sense of time  | <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>   |
| Adjectives<br>Use frequently occurring adjectives   | <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>   |
| Conjunctions<br>Use frequently occurring conjunctions   |   | <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>  |
| Adverbs   | <ul style="list-style-type: none"> <li>Songs: Adverbs</li> <li>Adverbs</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> |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <i>L.1.1 Language Standards 1: Grammar Continuum—K-1 continued</i>   |  |  |
| Sentences<br>Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences  | <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> |
| Understand and use question words  | <ul style="list-style-type: none"> <li>Sum Up, Five Ws</li> <li>Ask a Question</li> </ul>  |  |
| Prepositions<br>Use frequently occurring 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>Preposition</li> </ul> </li> </ul>  |
| Pronouns<br>Use personal, possessive, and indefinite pronouns  | <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>   |
| Determiners<br>Use Determiners   |  | <ul style="list-style-type: none"> <li>Determiners.pdf: Use determiners.                             <ul style="list-style-type: none"> <li>Determiners</li> </ul> </li> </ul>   |
| <b>CCR Anchor Standard L.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</b> |  |  |
| <i>L.1.1 Language Standards 2: Conventions Continuum—K-1</i>   |  |  |
| Capitalization<br>Capitalize the first word in a sentence  | <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>   |
| Capitalize the pronoun “I”   |  | <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>   |
| Capitalize 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>  |
| Punctuation<br>Recognize 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>   |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <i>L.1.1 Language Standards 2: Conventions Continuum—K-1 continued</i>              |   |  |
| Name 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>   |
| Use end punctuation for sentences   | <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>   |
| Use commas in dates   | <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>  |
| Spelling<br>Write a letter or letters for most consonant and short vowel sounds     | <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> |
| Spell simple words phonetically, drawing on knowledge of sound-letter relationships | <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>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>   |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|--|--|---|
| <i>L.1.1 Language Standards 2: Conventions Continuum—K-1 continued</i>   |  |   |
| Spell untaught words phonetically, drawing on knowledge of 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>  |
| Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate 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>   |   |
| <b>CCR Anchor Standard L.3—Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |  |   |
| L.1.3 (Begins in grade 2)  |  |   |
| <b>CCR Anchor Standard L.4— Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</b> |  |   |
| L.1.4 Determine and/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: context clues, word parts and word relationships.  | <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<br/>(See titles at end of document.)</li> <li>Word Patterns</li> <li>Pattern Hunt</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> |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| <b>CCR Anchor Standard L.5—Demonstrate understanding of figurative language and nuances in word meanings.</b>   |  |   |
| <p>L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings.</p> <p>a. Sort words into categories 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>• Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> <li>– Sorting Objects</li> </ul> </li> </ul>  |
| <p>b. Define words by category and by one or more key attributes.</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>• Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> <li>– Sorting Objects</li> </ul> </li> </ul>  |
| <p>c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</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>• Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> <li>– Shades of Meaning: Verbs and Adjectives</li> </ul> </li> </ul> |
| <b>CCR Anchor Standard L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b> |  |   |
| <p>L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.</p>  | <p>Activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales</li> </ul> <p>(See titles at end of document.)</p> |   |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>GRADE 2</b>  |  |  |
| <b>READING: LITERATURE</b>  |  |  |
| CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |  |  |
| RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   | <ul style="list-style-type: none"> <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>   |
| CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.  |  |  |
| RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  | <ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Fluency, Comprehension, and Speed Books</li> <li>Informational Books<br/>(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> |
| CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |  |  |
| RL.2.3 Describe how characters in a story respond to major events and challenges.   | <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, Five Ws</li> <li>Read-Along Books<br/>(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>  |
| CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.   |  |  |
| RL.2.4 Describe how words and phrases supply rhythm and 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>  |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |  |   |
| RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.                                   | <ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Sum Up, Remember Order</li> <li>• Map the Story</li> </ul>   |   |
| CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.  |  |   |
| RL.2.6 Distinguish 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>• 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>  |
| CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |  |   |
| RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  | <ul style="list-style-type: none"> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</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> |
| CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |  |   |
| RL.2.9 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>• 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>   |
| RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.       | <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>• Map the Story</li> <li>• Fluency Comprehension</li> </ul> | <ul style="list-style-type: none"> <li>• Reading check_1.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>   |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>READING: INFORMATIONAL TEXT</b>  |   |  |
| CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |   |  |
| RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   | <ul style="list-style-type: none"> <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<br/>(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>  |
| CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. RI   |   |  |
| RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.   | <ul style="list-style-type: none"> <li>• Informational Books<br/>(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> |
| CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |   |  |
| RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   | <ul style="list-style-type: none"> <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>                            |



| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.  |  |  |
| RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.   | <ul style="list-style-type: none"> <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>  |
| CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |  |  |
| RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.  | <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 efficiently.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>   |
| CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.  |  |  |
| RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.  | <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> |
| CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |  |  |
| RI.2.7 Explain how specific images contribute to and clarify a 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>  |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| CCR Anchor Standard R.8—Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.                              |   |  |
| RI.2.8 Identify the reasons an author gives to support ideas in a text.   | <ul style="list-style-type: none"> <li>Informational Books<br/>(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>   |
| CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |   |  |
| RI.2.9 Compare and contrast the most important points presented by two texts on the same 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>                      |
| CCR Anchor Standard R.10—Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.   |   |  |
| RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. | <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> | <ul style="list-style-type: none"> <li>Reading Check.pdf: By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul> |
| <b>READING: FOUNDATIONAL SKILLS</b>   |   |  |
| <b>Handwriting</b>  |   |  |
| RF.2.2 Print all upper- and lowercase letters legibly and proportionally.   |   | <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>  |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <b>Phonics and Word Recognition</b>   |  |  |
| <p>RF.2.4 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>Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>Lesson 1: /ā/</li> <li>Lesson 2: /ō/</li> <li>Lesson 3: /ī/</li> <li>Lesson 3: /ū/</li> <li>Readable Check Sheets</li> </ul> </li> </ul>  |
| <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/; /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> </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. Decode words with common prefixes and 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>   |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>Phonics and Word Recognition continued</b>   |   |  |
| e. Identify words with inconsistent but common spelling-sound correspondences.                        | <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>  |
| f. Recognize and read grade-appropriate irregularly spelled words.                                    | <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<br/>(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: /i/</li> <li>Lesson 2: /o/</li> <li>Lesson 3: /f/</li> <li>Lesson 4: Irregular Plurals</li> </ul> </li> </ul> |
| <b>Fluency</b>  |   |  |
| RF.2.5 Read with sufficient accuracy and fluency to support comprehension.                            | <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<br/>(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>  |
| a. Read on-level text with purpose and understanding.   |   |  |
| b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  | <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<br/>(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>   |
| c. 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> <li>Mystery Words</li> <li>Read-Along Books</li> <li>Fluency, Comprehension, and Speed Books</li> <li>Informational Books</li> <li>Readable Books<br/>(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>                     |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>WRITING</b>   |  |  |
| <b>CCR Anchor Standard W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>  |  |  |
| <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> | <ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite: Word Bank; Title; 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> |
| <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>  | <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>CCR Anchor Standard W.2—Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>  |  |  |
| <p>W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p>   | <ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</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>   |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| CCR Anchor Standard W.2—Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content <i>continued</i> .   |  |  |
| b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   | <ul style="list-style-type: none"> <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>   |
| CCR Anchor Standard W.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |  |  |
| W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure.<br>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. | <ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</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.                             <ul style="list-style-type: none"> <li>– 15 Story examples with suggestions for student writing.</li> </ul> </li> </ul> |
| b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   | <ul style="list-style-type: none"> <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>   |
| CCR Anchor Standard W.4—Use digital tools and resources to produce and publish writing and to interact and collaborate with others.  |  |  |
| W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.   | <ul style="list-style-type: none"> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> </ul>  |  |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| CCR Anchor Standard W.5—Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                                       |  |  |
| W.2.5 Participate in shared research and writing projects.  |  | <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> |
| CCR Anchor Standard W.6—Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.           |  |  |
| W.2.6 Recall information from experiences or gather information from provided sources to answer a question.   | <ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> </ul> | <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>SPEAKING AND LISTENING</b>   |  |  |
| CCR Anchor Standard SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |  |  |
| SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions.            |  | <ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>  |
| b. Build on others' talk in conversations by linking their comments to the remarks of others.   |  | <ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>  |
| c. Ask for clarification and further explanation as needed about the topics and texts under discussion.   |  | <ul style="list-style-type: none"> <li>• Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>  |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>CCR Anchor Standard SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>   |  |   |
| SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   | <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Speed, and Comprehension Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul> | <ul style="list-style-type: none"> <li>• Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>- 45 Online books for listening for key ideas and details</li> </ul> </li> </ul>   |
| <b>CCR Anchor Standard SL.3—Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>   |  |   |
| SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.   |  | <ul style="list-style-type: none"> <li>• Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul> |
| <b>CCR Anchor Standard SL.4—Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b> |  |   |
| SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.  | <ul style="list-style-type: none"> <li>• Step Into the Story</li> </ul>  | <ul style="list-style-type: none"> <li>• Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                             <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>   |
| <b>CCR Anchor Standard SL.5—Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>   |  |   |
| SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.   | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li>• Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                             <ul style="list-style-type: none"> <li>- Visual Aids and Recording Activity</li> </ul> </li> </ul> |



| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>LANGUAGE</b>   |  |   |
| CCR Anchor Standard L.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |  |   |
| <i>L.2.1 Language Standards 1: Grammar Continuum—2-3</i>  |  |   |
| Subject/Verb Agreement<br>Ensure subject/verb agreement   |  | <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> |
| Nouns<br>Explain the function of nouns  | <ul style="list-style-type: none"> <li>Songs: Nouns; Plural 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>  |
| Use collective nouns (such as group)  |  |   |
| Form and use frequently occurring regular and irregular plural 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>                                  |
| Verbs<br>Explain the function of verbs  | <ul style="list-style-type: none"> <li>Songs: Verbs</li> <li>Verbs</li> </ul>  |   |
| Form and use past tense of frequently occurring irregular verbs   | <ul style="list-style-type: none"> <li>Song: Irregular Verbs</li> <li>Irregular Verbs</li> <li>Past Tense 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>    |
| Form and use regular and irregular verbs  | <ul style="list-style-type: none"> <li>Songs: Irregular Verbs; Verbs</li> <li>Irregular Verbs</li> <li>Past Tense 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>    |
| Form and use simple verb tenses   | <ul style="list-style-type: none"> <li>Songs: Verbs; It Happened Yesterday</li> <li>Verbs</li> <li>Past Tense 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>    |
| Form and use the perfect verb tenses  | <ul style="list-style-type: none"> <li>Songs: Verbs; It Happened Yesterday</li> <li>Verbs</li> <li>Past Tense 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>    |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <i>L.2.1 Language Standards 1: Grammar Continuum—2-3 continued</i> |  |   |
| Convey sense of various times, sequences                           | <ul style="list-style-type: none"> <li>Songs: Verbs; It Happened Yesterday</li> <li>Verbs</li> <li>Past Tense 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>  |
| Recognize inappropriate shifts in verb tense                       | <ul style="list-style-type: none"> <li>Songs: Verbs; It Happened Yesterday</li> <li>Verbs</li> <li>Past Tense 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>  |
| Adjectives<br>Explain the function of adjectives                   | <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>   |
| Accurately choose which to use—adjective or adverb                 | <ul style="list-style-type: none"> <li>Songs: Adverbs; Adjectives Describe</li> <li>Adverbs</li> <li>Adjectives</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> |
| Conjunctions<br>Explain the function of conjunctions               |  | <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>  |
| Use coordinating and subordinating conjunctions                    |  |   |
| Adverbs<br>Accurately choose which to use—adjective or adverb      | <ul style="list-style-type: none"> <li>Songs: Adverbs; Adjectives Describe</li> <li>Adverbs</li> <li>Adjectives</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> |
| Explain the function of adverbs                                    | <ul style="list-style-type: none"> <li>Song: Adverbs</li> <li>Adverbs</li> </ul>   |   |
| Form and use comparative adverbs                                   | <ul style="list-style-type: none"> <li>Song: Large, Larger, Largest</li> </ul>   |   |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <i>L.2.1 Language Standards 1: Grammar Continuum—2-3 continued</i>   |  |  |
| Sentences<br>Produce, expand, and rearrange simple and compound sentences  |  | <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> |
| Prepositions<br>Explain the function of 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>Preposition</li> </ul> </li> </ul>  |
| Pronouns<br>Explain the function of 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>  |
| Continue to use personal, possessive, and indefinite 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>  |
| Use 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>  |
| Determiners<br>Correctly use a, an, and the  |  | <ul style="list-style-type: none"> <li>Determiners.pdf: Use determiners. <ul style="list-style-type: none"> <li>Determiners</li> </ul> </li> </ul>   |
| Commonly Confused Words<br>Correctly use common homophones   | <ul style="list-style-type: none"> <li>Songs: Homophone Monkey; To, Too, Two; There, Their, They're</li> <li>Homophones</li> <li>Edit Tricky Spellings</li> </ul>                        |  |
| Interjections<br>Explain the function of and use interjections   | Many Waterford online books include interjections and students become familiar with their use. Examples of some books are Bandage Bandit, I Met a Monster, and Why Wind and Water Fight. |  |
| <b>CCR Anchor Standard L.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</b> |  |  |
| <i>Language Standards 2: Conventions Continuum—K-1</i>   |  |  |
| Capitalization<br>Capitalize Holidays  | <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>                                  |
| Capitalize product names   |  | <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>                                  |

# NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS 2017

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
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| <i>Language Standards 2: Conventions Continuum—K-1 continued</i> |   |   |
| Capitalize geographic names                                      |   | <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>   |
| Capitalize appropriate words in titles                           | <ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Edit Capitals</li> </ul>                    |   |
| Use correct capitalization                                       | <ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Edit Capitals</li> </ul>                    |   |
| Punctuation<br>Use commas to separate single words in a series   | <ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma</li> <li>Edit Commas</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>   |
| Use commas in greetings and closings of letters                  | <ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma</li> <li>Edit Commas</li> </ul>                  |   |
| Use an apostrophe to form contractions                           | <ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Contraction Action</li> <li>Contractions</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> |
| Use an apostrophe to form frequently occurring possessives       | <ul style="list-style-type: none"> <li>Songs: Apostrophe Pig</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> |
| Use commas in addresses  | <ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma</li> <li>Edit Commas</li> </ul>                  |   |
| Use commas in dialogue   | <ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma</li> <li>Edit Commas</li> </ul>                  |   |
| Form and use possessives   | <ul style="list-style-type: none"> <li>Songs: Apostrophe Pig</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> |
| Use quotation marks in dialogue                                  | <ul style="list-style-type: none"> <li>Expression: Quotations;</li> </ul>   |   |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <i>Language Standards 2: Conventions Continuum—K-1 continued</i>   |   |  |
| <p>Spelling</p> <p>Use conventional spelling for high frequency and other studied words and for adding suffixes to base words</p>  | <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> |  |
| <p>Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words</p>  | <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> |
| <p>References</p> <p>Consult reference materials as needed to check and correct spellings</p>  | <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>CCR Anchor Standard L.3—Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |   |  |
| <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>   | <p>Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.</p>  | <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>   |

| NORTH CAROLINA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| CCR Anchor Standard L.4— Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards. |   |   |
| L.2.4 Determine and/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: context clues, word parts, word relationships, and reference materials.   | <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> |
| CCR Anchor Standard L.5—Demonstrate understanding of figurative language and nuances in word meanings.  |   |   |
| L.2.5 Demonstrate understanding of nuances in word meanings. a. Distinguish shades of meaning among closely related verbs and closely related adjectives.   | <ul style="list-style-type: none"> <li>• Songs: Synonym Tree; Adjectives Describe; Large, Larger, Largest</li> <li>• Synonyms</li> <li>• Adjectives</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>   |

| NORTH CAROLINA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| CCR Anchor Standard L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |   |   |
| L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.   | <p>Activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Speed, and Comprehension Books</li> <li>• Informational Books</li> <li>• Readable Books<br/>(See titles at end of document.)</li> <li>• Songs: Adjectives Describe; Adverbs</li> <li>• Adjectives</li> <li>• Adverbs</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> |

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

## Readable (Walk-Through/Jump-Through/Record Titles)

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



## SUPPORT

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



## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

### Readable Books (Record, Read, Listen)

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

### Sentence Dictation Titles

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

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

## ALBUMS

### Beginning Math Songs: Volume 1

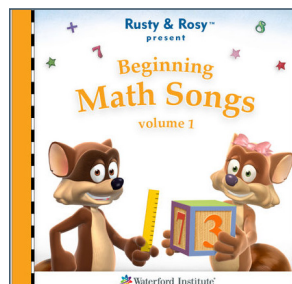
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

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



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

## WEEKLY HOMELINK NEWSLETTERS

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

## MATH HOMELINK NEWSLETTERS

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

## SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

### Comprehension and Vocabulary

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

### Readiness Skills Letters

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

### Phonological Awareness Letters

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

## MY BACKPACK APP

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

