

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
Reading and  
Classroom  
Advantage*

**100%**

*Oregon English  
Language  
Proficiency  
Standards 2014*

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OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN: AN ELL CAN . . .</b>		
<p>K.1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<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> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: With prompting and support, ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- 49 stories with discussion questions to build comprehension</li> </ul> </li> <li>• 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> <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>
<p>K.2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p>	<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>- Taking Turns</li> </ul> </li> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Taking Turns</li> </ul> </li> </ul>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN: AN ELL CAN . . . <i>continued</i></b>		
<p>K.3 speak and write about grade-appropriate complex literary and informational texts and topics.</p>		<ul style="list-style-type: none"> <li>• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters.                             <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> <li>• Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page.                             <ul style="list-style-type: none"> <li>- Print Directionality</li> </ul> </li> <li>• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                             <ul style="list-style-type: none"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>
<p>K.4 construct grade-appropriate oral and written claims and support them with reasoning and evidence.</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>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).                             <ul style="list-style-type: none"> <li>- Write With Me</li> </ul> </li> </ul>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN: AN ELL CAN . . . <i>continued</i></b>		
K.5 conduct research and evaluate and communicate findings to answer questions or solve problems.		<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>
K.6 analyze and critique the arguments of others orally and in writing.		<ul style="list-style-type: none"> <li>• Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Think With Me</li> </ul> </li> <li>• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).                             <ul style="list-style-type: none"> <li>- Write With Me</li> </ul> </li> </ul>
K.7 adapt language choices to purpose, task, and audience when speaking and writing.	<p>All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Vocab Introduction</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• 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>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN: AN ELL CAN . . . <i>continued</i></b>		
<p>K.8 determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop up with an illustration.</p>	<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> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful).                         <ul style="list-style-type: none"> <li>- Make Connections</li> </ul> </li> <li>• Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.                         <ul style="list-style-type: none"> <li>- Shades-of-Meaning Charades</li> </ul> </li> <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>
<p>K.9 create clear and coherent grade-appropriate speech and text.</p>		<ul style="list-style-type: none"> <li>• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.                         <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• 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>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN: AN ELL CAN . . . <i>continued</i></b>		
<p>K.10 make accurate use of standard English to communicate in grade-appropriate speech and writing</p>	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; More Than One; Preposition Ship</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> <li>• Sum Up, Five Ws</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> <li>• Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities.                             <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>
<b>GRADE 1: AN ELL CAN . . .</b>		
<p>1.1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Ask a Question</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: Ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> <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>
<p>1.2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>Waterford Reading contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p>	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> <li>• Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> <li>• 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>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1: AN ELL CAN . . . <i>continued</i></b>		
<p>1.3 speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns)(Days); Comma, Comma, Comma; What is a Sentence?; Sentence Marks</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Edit Commas</li> <li>• Edit End Punctuation</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> <li>• Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Narrative Writing Activities</li> </ul> </li> <li>• 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>
<p>1.4 construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>		<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Opinion Writing Activities</li> </ul> </li> <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>
<p>1.5 conduct research and evaluate and communicate findings to answer questions or solve problems.</p>		<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).</li> <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>



OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1: AN ELL CAN . . . <i>continued</i></b>		
1.6 analyze and critique the arguments of others orally and in writing.		<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> <li>• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Opinion Writing Activities</li> </ul> </li> <li>• 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>
1.7 adapt language choices to purpose, task, and audience when speaking and writing.	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. <ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> <li>• 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>
1.8 determine the meaning of words and phrases in oral presentations and literary and informational text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop up with an illustration.	<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>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1: AN ELL CAN . . . <i>continued</i></b>		
<p>1.9 create clear and coherent grade-appropriate speech and text.</p>	<ul style="list-style-type: none"> <li>• Reading Detective (Build Vocabulary)</li> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</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> <li>• Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                         <ul style="list-style-type: none"> <li>- Star Pictures</li> </ul> </li> <li>• Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                         <ul style="list-style-type: none"> <li>- Text Type Activity—Narrative Text</li> <li>- Text Type Activity—Informational Text</li> <li>- How to Grow a Garden</li> </ul> </li> <li>• Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.                         <ul style="list-style-type: none"> <li>- Narrative Writing Activities</li> </ul> </li> <li>• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.                         <ul style="list-style-type: none"> <li>- Opinion Writing Activities</li> </ul> </li> <li>• Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                         <ul style="list-style-type: none"> <li>- Ask and Answer Activity</li> </ul> </li> </ul>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1: AN ELL CAN . . . <i>continued</i></b>		
<p>1.10 make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>	<ul style="list-style-type: none"> <li>• Songs: More Than One; Nouns; What is a Sentence?; Sentence Marks; It Happened Yesterday; Verbs; Irregular Verbs; Adjectives Describe; Preposition Ship</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Pronouns</li> <li>• Possessive Nouns</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> <li>• Irregular Verbs</li> <li>• Adjectives</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> <li>• Nouns.pdf: Use common, proper, and possessive nouns.                         <ul style="list-style-type: none"> <li>- Skill Builder Song: “Nouns”</li> <li>- Nouns</li> </ul> </li> <li>• Determiners.pdf: Use determiners.                         <ul style="list-style-type: none"> <li>- Determiners</li> </ul> </li> <li>• Pronouns.pdf: Use personal, possessive, and indefinite pronouns.                         <ul style="list-style-type: none"> <li>- Pronouns</li> </ul> </li> <li>• Verbs.pdf: Use verbs to convey a sense of past, present, and future.                         <ul style="list-style-type: none"> <li>- Verbs</li> </ul> </li> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs.                         <ul style="list-style-type: none"> <li>- Writing About the Past Activity</li> <li>- Irregular Verbs</li> </ul> </li> <li>• Adjectives.pdf: Use frequently occurring adjectives.                         <ul style="list-style-type: none"> <li>- Who Am I?</li> <li>- Adjectives</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions.                         <ul style="list-style-type: none"> <li>- Preposition</li> </ul> </li> </ul>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADES 2-3: AN ELL CAN . . .</b>		
<p>2-3.1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<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> <p><b>Grade 3 Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters the littlest big top on earth, change, elephant jokes, crying, protesters, click</li> <li>• Sarah, Plain and Tall: Chapter 1</li> <li>• Ella Enchanted: Chapters 1, 4, 19, 21, 24, 29</li> <li>• Coraline: Chapters II, XI, XII</li> <li>• Matilda: Chapters: Arithmetic, The Platinum-Blond Man, The Parents, Bruce Bogtrotter and the Cake, Lavender, Miss Honey’s Cottage, Miss Honey’s Story, The Third Miracle</li> <li>• The Secret Garden: Chapters 4, 9, 11, 13, 14, 21, 23, 24, 27</li> <li>• Satch and Me: Chapter 16</li> <li>• Ruby Holler: Chapters 16, 24, 25, 27, 34, 61</li> </ul>	<ul style="list-style-type: none"> <li>• Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.             <ul style="list-style-type: none"> <li>- 52 online books to practice strategies for understanding.</li> </ul> </li> <li>• Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.             <ul style="list-style-type: none"> <li>- Why Wind and Water Fight</li> <li>- The Snow Lion</li> <li>- How Rivers Began</li> <li>- The Story of Tong and Mai Nhia</li> </ul> </li> <li>• Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.             <ul style="list-style-type: none"> <li>- 45 online books for listening for key ideas and details</li> </ul> </li> <li>• 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> <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>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADES 2-3: AN ELL CAN . . . <i>continued</i></b>		
<p>2-3.2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> <li>• Writing Introduction</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> <p><b>Grade 3 Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                         <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> <li>• Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others.                         <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> <li>• Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion.                         <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul> <p><b>Curriculet Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Organize a Book Club Day; Discuss Creating Habitats</li> <li>• Coraline: Movie Casting Discussion</li> <li>• The Secret Garden: Magic or Not?; Believe in Yourself</li> <li>• Satch and Me: Time Travel Pop-Up Debate; Jackie Robinson Discussion</li> <li>• Sarah Plain and Tall: Present Book to Younger Class; Farmer Guest Speaker</li> <li>• Ella Enchanted: Accountable Talk; Video Interview Discussion</li> <li>• Hope Solo: My Story: Discussion on Being Famous; Comparing and Contrasting Sports</li> </ul>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADES 2-3: AN ELL CAN . . . <i>continued</i></b>		
<p>2-3.3 speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> <li>• Writing Introduction</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> <p><b>Grade 3 Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• Coraline</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My 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> <li>• Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.                         <ul style="list-style-type: none"> <li>- 15 Story examples with suggestions for student writing.</li> </ul> </li> <li>• Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.                         <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul> <p><b>Curriculet Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• The Secret Garden: Scene Retelling; A Secret Place; Country Research</li> <li>• Sarah Plain and Tall: Compare and Contrast Maine and Nebraska; Story Extensions; Character Paper Bag Profile; Summary Writing</li> <li>• Ella Enchanted: Story About Communication; Comparing and Contrasting Cinderella Stories</li> <li>• Matilda: Discussion of Important People in Students' Lives; Accomplishing a Goal; Linking Words</li> <li>• Hope Solo: My Story: Handling Sadness; Research on Famous Athlete</li> </ul>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADES 2-3: AN ELL CAN . . . <i>continued</i></b>		
<p>2-3.4 construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> <li>• Songs: Adverbs; Adjectives Describe</li> <li>• Adverbs</li> <li>• Adjectives</li> <li>• Revise: Add Details; Use Interesting Words</li> <li>• Writing Introduction</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul> <p><b>Grade 3 Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My Story</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> <li>• Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                         <ul style="list-style-type: none"> <li>- Ask and Answer Activity</li> </ul> </li> <li>• 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>
<p>2-3.5 conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<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> <p><b>Grade 3 Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Matilda</li> <li>• Sarah Plain and Tall</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> <p><b>Curriculet Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Matilda: Paraphrase an Article</li> <li>• Sarah Plain and Tall: Research on Setting; Compare and Contrast Maine and Nebraska</li> </ul>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADES 2-3: AN ELL CAN . . . <i>continued</i></b>		
<p>2-3.6 analyze and critique the arguments of others orally and in writing.</p>	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up, Remember Order</li> <li>• Reading Detective (Peek at the Story/Check My Guess)</li> <li>• Informational Books (See titles at end of document.)</li> </ul> <p><b>Grade 3 Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My Story</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> <li>• Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                         <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> <li>• Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                         <ul style="list-style-type: none"> <li>- Vocabulary Match: Islands and Volcanoes</li> <li>- Vocabulary Match: Tornadoes</li> </ul> </li> </ul> <p><b>Curriculet Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Letters to Julia and George; Discuss Creating Habitats</li> <li>• The Secret Garden: Should the Secret Garden Stay Secret?; Believe in Yourself Discussion</li> <li>• Satch and Me: Opinion Writing Prompt; Jackie Robinson Discussion</li> <li>• Ruby Holler: Heroes and Villains Writing; Social Worker Discussion</li> <li>• Sarah Plain and Tall: Write a Letter; Farmer Guest Speaker</li> <li>• Ella Enchanted: Opening Argument for a Virtue or a Fault</li> <li>• Matilda: Five Paragraph Essay; Summary Sharing</li> <li>• Hope Solo: My Story: Book Recommendation</li> </ul>



OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADES 2-3: AN ELL CAN . . . <i>continued</i></b>		
<p>2-3.7 adapt language choices to purpose, task, and audience when speaking and writing.</p>	<p>All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Songs: Adverbs; Adjectives Describe; Irregular Verbs; Verbs</li> <li>• Adverbs</li> <li>• Adjectives</li> <li>• Revise: Add Details; Use Interesting Words</li> <li>• Irregular Verbs</li> <li>• Verbs</li> </ul> <p><b>Grade 3 Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter a hit</li> <li>• Sarah, Plain and Tall: Chapters 5, 9</li> <li>• Ella Enchanted: Chapter 12</li> <li>• Coraline: Chapters I, VII</li> <li>• Matilda: Chapters: Mr. Wormwood, the Great Car Dealer, Miss Honey, The Weekly Test, A New Home</li> <li>• The Secret Garden: Chapter 13</li> <li>• Satch and Me: Chapter 18</li> <li>• Ruby Holler: Chapters 4, 23</li> <li>• Hope Solo: My Story: Chapter 10</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> <p><b>Curriculet Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Ask Questions</li> <li>• Satch and Me: Pop-Up Debate Sentence Stems</li> <li>• Ruby Holler: Recording Presentations</li> <li>• Sarah Plain and Tall: End of Book Partner Discussion</li> <li>• Ella Enchanted: Speaking to Royalty</li> <li>• Hope Solo: My Story: Athlete Presentations</li> </ul>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADES 2-3: AN ELL CAN . . . <i>continued</i></b>		
<p>2-3.8 determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<ul style="list-style-type: none"> <li>• Use a Clue</li> <li>• Mystery Words</li> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li><b>Grade 3 Curriculet Books:</b></li> <li>• The One and Only Ivan: Chapter puzzle pieces</li> <li>• Ella Enchanted: Chapters 10, 11</li> <li>• Coraline: Chapter III</li> <li>• Matilda: Chapters The Reader of Books</li> <li>• The Secret Garden: Chapters 5, 19, 23, 25</li> <li>• Satch and Me: Chapter 12</li> <li>• Ruby Holler: Chapters 22, 26, 48, 56</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> <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> <li>• Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word.                         <ul style="list-style-type: none"> <li>- Invent a Word: Prefixes and Suffixes</li> <li>- Build a Word: Prefixes and Suffixes</li> <li>- Prefixes</li> </ul> </li> <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>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADES 2-3: AN ELL CAN . . . <i>continued</i></b>		
<p>2-3.9 create clear and coherent grade-appropriate speech and text.</p>	<ul style="list-style-type: none"> <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> <p><b>Grade 3 Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter artists</li> <li>• Ella Enchanted: Chapters 3, 8</li> <li>• Coraline: Chapter XIII</li> <li>• The Secret Garden: Chapters 2, 4, 11, 12, 15, 17, 23, 24, 25, 27</li> <li>• Satch and Me: Chapter 8</li> <li>• Ruby Holler: Chapters 21, 32</li> <li>• Hope Solo: My Story: Chapters 6, 13</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.</li> <li>• Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>• Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.</li> </ul> <p><b>Curriculet Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Letters to Julia and George; Create Fact Sheets; Continue the Story</li> <li>• The Secret Garden: Should the Secret Garden Stay Secret?; Country Research; A Secret Place</li> <li>• Satch and Me: Opinion Writing Prompt; Historical Person Research; Write an Epilogue</li> <li>• Ruby Holler: Heroes and Villains Writing; Trip Stories</li> <li>• Sarah Plain and Tall: Write a Letter; Character Paper Bag Profile; Story Extension</li> <li>• Ella Enchanted: Opening Argument for a Virtue or a Fault; comparing and Contrasting; Story Extension</li> <li>• Matilda: Five Paragraph Essay; Linking Words; Accomplishing a Goal</li> <li>• Hope Solo: My Story: Book Recommendation; Narrative Writing About Meeting Hope Solo</li> <li>• Coraline: Biography About a Brave Person; Story from a Different Character's Viewpoint</li> </ul>

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADES 2-3: AN ELL CAN . . . <i>continued</i></b>		
<p>2-3.10 make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>	<ul style="list-style-type: none"> <li>• Songs: More Than One; Nouns; Capital Letters (Proper Nouns); Apostrophe Pig; Pronouns; Verbs; Adverbs; Adjectives Describe; Preposition Ship</li> <li>• Book: I Can't Wait</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Possessive Nouns</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul> <p><b>Grade 3 Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter artists</li> <li>• Ella Enchanted: Chapters 3, 8</li> <li>• Coraline: Chapter XIII</li> <li>• The Secret Garden: Chapters 2, 4, 11, 12, 15, 17, 23, 24, 25, 27</li> <li>• Satch and Me: Chapter 8</li> <li>• Ruby Holler: Chapters 21, 32</li> <li>• Hope Solo: My Story: Chapters 6, 13</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> <li>• Capitalization.pdf: Capitalize the dates and names of people.             <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> <li>• Determiners.pdf: Use determiners.             <ul style="list-style-type: none"> <li>- Determiners</li> </ul> </li> <li>• Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.             <ul style="list-style-type: none"> <li>- Plural Nouns</li> <li>- Verbs and Nouns</li> <li>- Verb Endings</li> </ul> </li> <li>• Pronouns.pdf: Use personal, possessive, and indefinite pronouns.             <ul style="list-style-type: none"> <li>- Pronouns</li> </ul> </li> <li>• Reflexive pronouns.pdf: Use reflexive pronouns.             <ul style="list-style-type: none"> <li>- Reflexive Pronouns</li> </ul> </li> <li>• Verbs.pdf: Use verbs to convey a sense of past, present, and future.             <ul style="list-style-type: none"> <li>- Verbs</li> </ul> </li> <li>• Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified.             <ul style="list-style-type: none"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs and Adjectives</li> <li>- Adjectives</li> <li>- Adverbs</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions.             <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> <li>• Conjunctions.pdf: Use frequently occurring conjunctions.             <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> </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?

## SONGS

### Beginning Math Songs

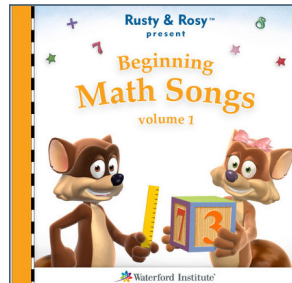
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

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



*Download these songs 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

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](http://Waterford.org) is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.