

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
Reading and  
Classroom  
Advantage*

**100%**

*Florida's B.E.S.T.  
Standards:  
English  
Language Arts  
2020*

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>FOUNDATIONAL SKILLS</b>		
<b>ELA.K.F.1 Learning and Applying Foundational Reading Skills</b>		
<p>Print Concepts: ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.</p> <p>a. Locate a printed word on a page.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	
<p>b. Distinguish letters from words within sentences.</p>	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Look, Listen, and Match</li> </ul>	
<p>c. Match print to speech to demonstrate that language is represented by print.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>- Map Text to Speech 1</li> <li>- Map Text to Speech 2</li> </ul> </li> </ul>
<p>d. Identify parts of a book (front cover, back cover, title page).</p>	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</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>
<p>e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</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>
<p>f. Identify all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Card Flip</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lower case 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>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.K.F.1 Learning and Applying Foundational Reading Skills <i>continued</i></b>		
g. Recognize that print conveys specific meaning and pictures may support meaning.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</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>
Phonological Awareness: ELA.K.F.1.2: Demonstrate phonological awareness. a. Blend and segment syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</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>
b. Identify and produce alliterative and rhyming words.	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Choose a Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- Down by the Bay</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul>
c. Blend and segment onset and rimes of single-syllable 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>• 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. Identify the initial, medial, and final sound of spoken words.	<ul style="list-style-type: none"> <li>• Where is the Sound?</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</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 delete phonemes at the beginning or end of a spoken word and say the resulting word.	<ul style="list-style-type: none"> <li>• Phoneme Eliminator</li> <li>• One, Two, Three Sounds</li> </ul>	

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.K.F.1 Learning and Applying Foundational Reading Skills <i>continued</i></b>		
f. Segment and blend phonemes in single-syllable spoken words.	<ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Blend Every Sound</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Phoneme Segmentation</li> </ul>	
Phonics and Word Analysis: ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound 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> </ul>	
b. Demonstrate knowledge of the short and long sounds 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>• Letter 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>
c. Decode consonant-vowel-consonant (CVC) words.	<ul style="list-style-type: none"> <li>• Pattern Hunt</li> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Decodable Books</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Readable Books/Letter Patterns</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Pattern Word Games</li> </ul> </li> </ul>
d. Encode consonant-vowel-consonant (CVC) words.	<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> </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>
Fluency: ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.	<ul style="list-style-type: none"> <li>• Power Words</li> <li>• Decodable Books</li> <li>• Read with Me Books (See titles at end of document.)</li> </ul>	

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING</b>		
ELA.K.R.1 Reading Prose and Poetry		
Literary Elements: ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.	<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>• 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>
Perspective and Point of View: ELA.K.R.1.3: Explain the roles of author and illustrator of a story.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud. <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>
Poetry : ELA.K.R.1.4: Identify rhyme in a poem.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- "Down by the Bay"</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul>
ELA.K.R.2 Reading Informational Text		
Structure: ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Peek at the Story</li> </ul>	
Central Idea: ELA.K.R.2.2: Identify the topic of and multiple details in 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> </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>

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<b>ELA.K.R.2 Reading Informational Text <i>continued</i></b>		
Argument: ELA.K.R.2.4: Explain the difference between opinions and facts about a topic.		<ul style="list-style-type: none"> <li>• Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Think With Me</li> </ul> </li> </ul>
<b>ELA.K.R.3 Reading Across Genres</b>		
Interpreting Figurative Language: ELA.K.R.3.1: Identify and explain descriptive words in text(s).	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Adverbs</li> </ul>	
Paraphrasing and Summarizing: ELA.K.R.3.2: Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for a story.	<ul style="list-style-type: none"> <li>• Describe Characters</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 (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>
b. Use topic and details for an informational 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>
Comparative Reading: ELA.K.R.3.3: Compare and contrast characters' experiences in stories.	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.                             <ul style="list-style-type: none"> <li>- My Super Sticky Sandwich and Lumpy Mush</li> <li>- Lost Socks and Play Ball</li> <li>- At Camp and Family Vacation</li> </ul> </li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>COMMUNICATION</b>		
ELA.K.C.1 Communicating Through Writing		
<p>Handwriting: ELA.K.C.1.1: Print many upper- and lowercase letters.</p>	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Alphabet Introduction</li> <li>• Similarities and Differences in Letters</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>
<p>Narrative Writing: ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> <li>• Writing 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>Argumentative Writing: ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</li> <li>- Write With Me</li> </ul>
<p>Expository Writing: ELA.K.C.1.4: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.                             <ul style="list-style-type: none"> <li>- Fawn Eyes</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
<p>Improving Writing: ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.</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>• 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>



FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.K.C.2 Communicating Orally</b>		
Oral Presentation: ELA.K.C.2.1: Present information orally using complete sentences.	<ul style="list-style-type: none"> <li>Song: What is a Sentence?</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>
<b>ELA.K.C.3 Following Conventions</b>		
Conventions: ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs; More Than One; What is a Sentence?; Sentence Marks;</li> </ul>	
<b>ELA.K.C.4 Researching</b>		
Researching and Using Information: ELA.K.C.4.1: Recall information to answer a question about a single topic.		<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>ELA.K.C.5 Creating and Collaborating</b>		
Multimedia: ELA.K.C.5.1: Use a multimedia element to enhance oral or written tasks.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
<b>VOCABULARY</b>		
<b>ELA.K.V.1 Finding Meaning</b>		
Academic Vocabulary: ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.K.V.1 Finding Meaning <i>continued</i></b>		
Morphology: ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.	<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> </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>
Context and Connotation: ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Vocabulary</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>
<b>FIRST GRADE</b>		
<b>FOUNDATIONAL SKILLS</b>		
<b>ELA.1.F.1 Learning and Applying Foundational Reading Skills</b>		
Print Concepts: ELA.1.F.1.1: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.		<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.</li> </ul>
Phonological Awareness: ELA.1.F.1.2: Demonstrate phonological awareness. a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.	<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>• Letter Sound</li> <li>• Say and Trace</li> <li>• Sound Room</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>
b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.	<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>• Letter Sound</li> <li>• Say and Trace</li> <li>• Sound Room</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>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.1.F.1 Learning and Applying Foundational Reading Skills <i>continued</i></b>		
c. Blend single-syllable spoken words with at least five phonemes.	<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> </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>
d. Segment single-syllable spoken words with at least five 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>
e. Segment and blend phonemes in multi-syllable spoken words.	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> <li>• Blend Phonemes</li> <li>• Blend Every Sound</li> <li>• Blending Riddles</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>
Phonics and Word Analysis: ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.	<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> </ul> </li> </ul>
b. Decode simple words with r-controlled vowels.	<ul style="list-style-type: none"> <li>• Song: Bossy Mr. R</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>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.1.F.1 Learning and Applying Foundational Reading Skills <i>continued</i></b>		
c. Decode and encode regularly spelled one-syllable words.	<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</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>
d. Decode 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; 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>
e. Decode two-syllable words with regular 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. Decode words that use final -e and vowel teams to make long-vowel sound.	<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>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.1.F.1 Learning and Applying Foundational Reading Skills <i>continued</i></b>		
Fluency: ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words.	<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> <li>• Power Words</li> <li>• Word Mastery</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>- Repeated Readings</li> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
<b>READING</b>		
<b>ELA.1.R.1 Reading Prose and Poetry</b>		
Literary Elements: ELA.1.R.1.1: Identify and describe the main story elements in a story.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the story.pdf: Describe characters, settings, and major events in a story, using key details.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> </ul> </li> </ul>
Theme: ELA.1.R.1.2: Identify and explain the moral of a story.	<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 (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
Perspective and Point of View: ELA.1.R.1.3: Explain who is telling the story using context clues.	<ul style="list-style-type: none"> <li>• Song: Look for a Clue</li> <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> <li>• Rusty and Rosy's Clues</li> <li>• Use a Clue</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.</li> <li>• Who Is the Speaker?                             <ul style="list-style-type: none"> <li>- The Brothers</li> <li>- The City Mouse and the Country Mouse</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
Poetry: ELA.1.R.1.4: Identify stanzas and line breaks in poems.	<ul style="list-style-type: none"> <li>• Poetry Book 1 and 2</li> </ul>	

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<b>ELA.1.R.2 Reading Informational Text</b>		
<p>Structure: ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p>	<ul style="list-style-type: none"> <li>• Reading Detective (Build Vocabulary)</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> </ul>
<p>Central Idea: ELA.1.R.2.2: Identify the topic of and relevant details in a text.</p>	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<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>
<p>Purpose and Perspective: ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational text.</p>	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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>
<p>Argument: ELA.1.R.2.4: Identify an author's opinion(s) about the topic.</p>	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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>
<b>ELA.1.R.3 Reading Across Genres</b>		
<p>Interpreting Figurative Language: ELA.1.R.3.1: Identify and explain descriptive words and phrases in text(s).</p>	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Preposition Ship; Adverbs</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.                             <ul style="list-style-type: none"> <li>- Lizard and the Painted Rock</li> <li>- The Big Mitten</li> <li>- The City and the Country Mouse</li> <li>- La Tortuga</li> <li>- The Shoemaker and the Elves</li> <li>- The Brothers</li> <li>- The Ugly Duckling</li> </ul> </li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.1.R.3 Reading Across Genres <i>continued</i></b>		
<p>Paraphrasing and Summarizing: ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension. a. Use main story elements at the beginning, middle, and end for a literary text.</p>	<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 (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
<p>b. Use topic and important details for an informational text.</p>	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<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>
<p>Comparative Reading: ELA.1.R.3.3: Compare and contrast two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• Books: Creepy Crawlers and Garden Visitors; The Three Wishes and The Magic Porridge Pot; Lumpy Mush and I Hate Peas</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Growing Flowers</li> </ul> </li> </ul>
<b>COMMUNICATION</b>		
<b>ELA.1.C.1 Communicating Through Writing</b>		
<p>Handwriting: ELA.1.C.1.1: Print all upper- and lowercase letters.</p>	<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>
<p>Narrative Writing: ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<ul style="list-style-type: none"> <li>• Play and Practice: Word Processor</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>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.1.C.1 Communicating Through Writing <i>continued</i></b>		
Argumentative Writing: ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.	<ul style="list-style-type: none"> <li>• Play and Practice: Word Processor</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>
Expository Writing: ELA.1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.	<ul style="list-style-type: none"> <li>• Play and Practice: Word Processor</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>
Improving Writing: ELA.1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.		<ul style="list-style-type: none"> <li>• Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
<b>ELA.1.C.2 Communicating Orally</b>		
Oral Presentation: ELA.1.C.2.1: Present information orally using complete sentences and appropriate volume.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence production.pdf: All activities in Speaking and Listening provide opportunities to practice producing complete sentences.                             <ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Conversation building</li> <li>- Ask questions</li> <li>- Key details</li> </ul> </li> </ul>



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<b>ELA.1.C.3 Following Conventions</b>		
<p>Conventions: ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Pronouns; Verbs; It Happened Yesterday; Apostrophe Pig; Preposition Ship; Adverbs; Adjectives Describe; Sentence Marks; Comma, Comma, Comma</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> <li>• Adverbs</li> <li>• Adjectives</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Spelling Scramble</li> <li>• Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns.pdf: Use common, proper, and possessive nouns.</li> <li>• Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.</li> <li>• Pronouns.pdf: Use personal, possessive, and indefinite pronouns.</li> <li>• Verbs.pdf: Use verbs to convey a sense of past, present, and future.</li> <li>• Adjectives.pdf: Use frequently occurring adjectives.</li> <li>• Prepositions.pdf: Use frequently occurring prepositions.</li> <li>• Punctuation.pdf: Use end punctuation for sentences.</li> <li>• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.</li> </ul>
<b>ELA.1.C.4 Researching</b>		
<p>Researching and Using Information: ELA.1.C.4.1: Participate in research to gather information to answer a question about a single topic.</p>		<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>ELA.1.C.5 Creating and Collaborating</b>		
<p>Multimedia: ELA.1.C.5.1: Use a multimedia element to enhance oral or written tasks.</p>	<p>Waterford includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through the Play and Practice: Word Processor activities.</p>	
<p>Technology in Communication: ELA.1.C.5.2: Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.</p>	<p>Waterford includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through the Play and Practice: Word Processor activities.</p>	

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<b>VOCABULARY</b>		
ELA.1.V.1 Finding Meaning		
<p>Academic Vocabulary: ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	
<p>Morphology: ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.</p>	<ul style="list-style-type: none"> <li>• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End</li> <li>• Large, Larger, Largest; It Happened Yesterday</li> <li>• Double the Fun</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>
<p>Context and Connotation: ELA.1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>	<ul style="list-style-type: none"> <li>• Song: Look for a Clue</li> <li>• Rusty and Rosy's Clues</li> <li>• Use a Clue</li> <li>• Reading Detective (Build Vocabulary)</li> <li>• Build Knowledge</li> <li>• Watch Me Read</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>
<b>SECOND GRADE</b>		
<b>FOUNDATIONAL SKILLS</b>		
ELA.2.F.1 Applying Foundational Reading Skills		
<p>Phonics and Word Analysis: ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</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>• Spelling Exploration</li> <li>• Word Recognition</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>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.2.F.1 Applying Foundational Reading Skills <i>continued</i></b>		
b. Decode regularly spelled two-syllable words with long and short vowels.	<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</li> <li>(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>
c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).	<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>• Spelling Exploration</li> <li>• Word Recognition</li> <li>• Syllables</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>
d. Decode words with common prefixes and suffixes.	<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>• 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>
e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).	<ul style="list-style-type: none"> <li>• Songs: P-H and G-H Say Fff; Silent Letters (K and G); Silent Letters (G-H); Silent Letters (W);</li> </ul>	<ul style="list-style-type: none"> <li>• Where Is a Whale?</li> </ul>
Fluency: ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	<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</li> <li>(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>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING</b>		
<b>ELA.2.R.1 Reading Prose and Poetry</b>		
Literary Elements: ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.	<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>
Theme: ELA.2.R.1.2: Identify and explain a theme of a literary text.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books (See titles at end of document.)</li> </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>
Perspective and Point of View: ELA.2.R.1.3: Identify different characters' perspectives in a literary text.	<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>
Poetry: ELA.2.R.1.4: Identify rhyme schemes in poems.	<ul style="list-style-type: none"> <li>• Books: Poetry Books 1 and 2; Bad News Shoes; Ooey, Goey Mud; Movin' to the Music Time</li> </ul>	
<b>ELA.2.R.2 Reading Informational Text</b>		
Structure: ELA.2.R.2.1: Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.		<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>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.2.R.2 Reading Informational Text <i>continued</i></b>		
<p>Central Idea: ELA.2.R.2.2: Identify the central idea and relevant details in a text.</p>	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.                             <ul style="list-style-type: none"> <li>Great White Bird</li> <li>The Talking Lizard</li> <li>Winter Snoozers</li> <li>The Courage to Learn</li> <li>The Bee's Secret</li> <li>Reaching Above</li> </ul> </li> </ul>
<p>Purpose and Perspective: ELA.2.R.2.3: Explain an author's purpose in an informational text.</p>	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main 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>
<p>Argument: ELA.2.R.2.4: Explain an author's opinion(s) and supporting evidence.</p>	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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>
<b>ELA.2.R.3 Reading Across Genres</b>		
<p>Interpreting Figurative Language: ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).</p>	<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>
<p>Paraphrasing and Summarizing: ELA.2.R.3.2: Retell a text to enhance comprehension. a. Use main story elements in a logical sequence for a literary text.</p>	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Fluency, Comprehension, and Speed Books</li> <li>Informational Books (See titles at end of document.)</li> <li>Sum Up, Remember Order</li> <li>Map the Story</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>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.2.R.3 Reading Across Genres <i>continued</i></b>		
b. Use the central idea and relevant details for an informational text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main 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>
Comparative Reading: ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.	<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>
<b>COMMUNICATION</b>		
<b>ELA.2.C.1 Communicating Through Writing</b>		
Handwriting: ELA.2.C.1.1: Demonstrate legible printing skills.	<ul style="list-style-type: none"> <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>
Narrative Writing: ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.	<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>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>
Argumentative Writing: ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.	<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>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>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.2.C.1 Communicating Through Writing <i>continued</i></b>		
<p>Expository Writing:                      ELA.2.C.1.4: Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.</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>• 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>Improving Writing:                      ELA.2.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</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> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>• Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
<b>ELA.2.C.2 Communicating Orally</b>		
<p>Oral Presentation:                      ELA.2.C.2.1: Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> <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>ELA.2.C.3 Following Conventions</b>		
<p>Conventions:                      ELA.2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<ul style="list-style-type: none"> <li>• Songs: Strange Spelling; Pronouns; Irregular Verbs; Adverbs; Adjectives Describe; Comma, Comma, Comma; Apostrophe Pig; Contraction Action; Put it at the Front; Put it at the End; Key Words; Let's Compare; Compound Words</li> <li>• Book: Moose Are Not Meese</li> <li>• Irregular Plurals</li> <li>• Plural Nouns</li> <li>• Irregular Verbs</li> <li>• Pronouns</li> <li>• Adverbs</li> <li>• Adjectives</li> <li>• Contractions</li> <li>• Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns.</li> <li>• Reflexive pronouns.pdf: Use reflexive pronouns.</li> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• Capitalization.pdf: Capitalize holidays, product names, and geographic names.</li> <li>• Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.</li> </ul>

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<b>ELA.2.C.4 Researching</b>		
Researching and Using Information: ELA.2.C.4.1: Participate in research to gather information to answer a question about a single topic using multiple sources.	<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>ELA.2.C.5 Creating and Collaborating</b>		
Multimedia: ELA.2.C.5.1: Use one or more multimedia element(s) to enhance oral or written tasks.	<ul style="list-style-type: none"> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> </ul>	
Technology in Communication: ELA.2.C.5.2: Use digital tools to produce and publish writing individually or with peers and with support from adults.	<ul style="list-style-type: none"> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> </ul>	
<b>VOCABULARY</b>		
<b>ELA.2.V.1 Finding Meaning</b>		
Academic Vocabulary: ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
Morphology: ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	<ul style="list-style-type: none"> <li>• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words</li> <li>• Comparatives</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.                             <ul style="list-style-type: none"> <li>- Comparatives</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>



FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ELA.2.V.1 Finding Meaning <i>continued</i></b>		
<p>Context and Connotation:                      ELA.2.V.1.3: Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>	<ul style="list-style-type: none"> <li>• Songs: Look for a Clue; Synonym Tree</li> <li>• Rusty and Rosy's Clues</li> <li>• Use a Clue</li> <li>• Build Knowledge</li> <li>• Reading Detective (Build Knowledge)</li> <li>• Synonyms</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.</li> <li>• Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases.</li> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use.</li> <li>• Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs.</li> <li>• Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.</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.</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

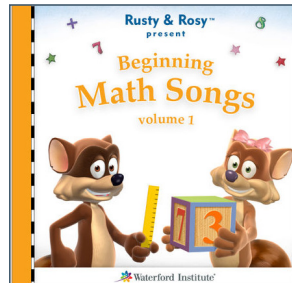
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### 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.