

CURRICULUM *Correlation*

*Waterford
Reading Academy*

99%

*Core Knowledge
Sequence,
Content and Skill
Guidelines 2010*

**Correlation content includes both Waterford Digital Resources and Waterford Teacher Resources.*

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN: LANGUAGE ARTS		
I. LISTENING AND SPEAKING		
A. Classroom Discussion		
Participate in age appropriate activities involving listening and speaking.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> - My Favorite Things
Speak clearly with volume appropriate to the setting.	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.	
Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.		<ul style="list-style-type: none"> • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.		<ul style="list-style-type: none"> • 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"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.		<ul style="list-style-type: none"> • Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
Identify and express physical sensations, mental states, and emotions of self and others.	<ul style="list-style-type: none"> • Books: Lumpy Mush; Moving Day; Jose Three; Play Ball; I Hate Peas; Ooey, Goey Mud; Rascal’s Rotten Day • Lost and Found • Squirrel’s Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> - My Favorite Things

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Classroom Discussion <i>continued</i>		
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last 	
Understand and use narrative language to describe people, places, things, locations, events, actions.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Look at Details 	<ul style="list-style-type: none"> • Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things
Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap”	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Using words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	
Give simple directions.	<ul style="list-style-type: none"> • Book: The Pizza Book 	<ul style="list-style-type: none"> • 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"> - How to Grow a Garden - Think with Me
Provide simple explanations.	<ul style="list-style-type: none"> • Build Knowledge 	<ul style="list-style-type: none"> • 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"> - How to Grow a Garden - Think with Me
Recite a nursery rhyme, poem or song independently.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Book: Jump Rope Rhymes • Memorization Skills 	<ul style="list-style-type: none"> • Nursery Rhyme.pdf: Practice rhyming skills.

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Comprehension and Discussion of Read-Alouds—All Texts		
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Traditional Tales (See titles at end of document.)	
<i>Grasping Specific Details and Key Ideas</i>		
Describe illustrations.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Finding key information.pdf: Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> - Star Pictures
Sequence four to six pictures illustrating events in a read-aloud.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • 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"> - Opposites - Watch the Woolly Worm - A Story in the Snow
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Memorization Skills • Find an Answer • Describe Characters • Look at Details 	<ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Seeing Fingers - What Is a Cloud? - Legs
Retell key details.	<ul style="list-style-type: none"> • Look at Details • Memorization Skills • Describe Characters • Sum Up, Remember Order • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Grasping Specific Details and Key Ideas continued</i>		
Ask questions to clarify information in a read-aloud.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Ask a Question • Find an Answer 	<ul style="list-style-type: none"> • 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"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Describe Characters 	<ul style="list-style-type: none"> • Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things
<i>Observing Craft and Structure</i>		
Understand and use words and phrases heard in read-alouds.	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"> • Using words.pdf: Use new words and phrases acquired through reading, being read to, and conversation.
Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.	<ul style="list-style-type: none"> • Books: My Super Sticky Sandwich and Lumpy Mush; Lost Socks and Play Ball; At Camp and Family Vacation; Garden Visitors and Watch the Woolly Worm; Legs; A Story in the Snow 	<ul style="list-style-type: none"> • 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"> - My Super Sticky Sandwich and Lumpy Mush - Lost Socks and Play Ball - At Camp and Family Vacation
Make personal connections to events or experiences in a read-aloud and/ or make connections among several read-alouds.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Step Into the Story 	

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<i>Integrating Information and Evaluating Evidence</i>		
Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me 	
Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies, such as Peek at the Story and Use Clues to Guess
Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.	<ul style="list-style-type: none"> • Peek at the Story • Check My Guess 	<ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies, such as Peek at the Story and Use Clues to Guess
Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.	<ul style="list-style-type: none"> • Find an Answer • Sum Up, Five Ws 	
Identify who is telling a story or providing information in a text.		<ul style="list-style-type: none"> • Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker?
D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry		
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
Change some story events and provide a different story ending.	<ul style="list-style-type: none"> • Step Into the Story 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry <i>continued</i>		
Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.		<ul style="list-style-type: none"> • 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"> - The Germs - Lumpy Mush
Distinguish fantasy from realistic text in a story.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality 	
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build comprehension • Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> - Fawn Eyes - What Is a Cloud? - A Story in the Snow
E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text		
Retell important facts and information from a nonfiction read-aloud.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Seeing Fingers - What Is a Cloud? - Legs
With assistance, categorize and organize facts and information within a given topic.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Fawn Eyes - A Story in the Snow

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text <i>continued</i>		
With assistance, create and interpret timelines and lifelines related to read-alouds.	<ul style="list-style-type: none"> Books: I want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver 	
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; Watch the Woolly Worm; Fawn Eyes; What Is a Cloud?; Seeing Fingers 	
II. READING		
A. Print Awareness		
Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.	<ul style="list-style-type: none"> Print Concepts Print Directionality Letters Make Words Picture Story 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 2
Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).	<p>All online books and text within the program illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> Print Concepts Print Directionality Read with Me Books Sing a Rhyme Songs/Books Informational Books Decodable Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> Following words.pdf: Follow words from left to right, top to bottom, and page by page. <ul style="list-style-type: none"> Print Directionality
Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).	<ul style="list-style-type: none"> Print Directionality Introduction 	<ul style="list-style-type: none"> Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? Legs
Demonstrate correct book orientation by holding book correctly and turning pages.	<p>All online books visually display correct book orientation. Engaging graphics simulate pages turning in Picture Story books.</p>	

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>A. Print Awareness continued</i>		
Recognize that sentences in print are made up of separate words.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
Understand that words are separated by spaces.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
Distinguish letters, words, sentences, and stories.	<ul style="list-style-type: none"> • Alphabet Introduction (Distinguish Letters) • Print Concepts • Print Directionality • Letters Make Words • Look, Listen, and Match • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	
Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.	All online books and text within the program illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> • Following words.pdf: Follow words from left to right, top to bottom, and page by page. <ul style="list-style-type: none"> - Print Directionality
Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound 	<ul style="list-style-type: none"> • Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2
Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Alphabet Introduction (Distinguish Letters) • Name That Letter • Fast Letter Fun 	<ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice
Say the letters of the alphabet in order, either in song or recitation.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review 	

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B. Phonological and Phonemic Awareness		
Identify environmental sounds, e.g., keys jingling, scissors cutting, clapping.	<ul style="list-style-type: none"> • Common Sounds 	
Identify whether pairs of environmental sounds are the same or different.	<ul style="list-style-type: none"> • Common Sounds 	
Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.	<ul style="list-style-type: none"> • Common Sounds • Syllables 	
Orally segment sentences into discrete words.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	
Demonstrate understanding that words are made up of sequences of sounds.	<ul style="list-style-type: none"> • Blending • Blend Every Sound (Phonemes) • Letters Make Words • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • Find the Picture 	<ul style="list-style-type: none"> • Segmenting words.pdf: Understand that words are made up of individual phonemes. <ul style="list-style-type: none"> - Counting Individual Phonemes - Phoneme Segmentation - Sound Sense Playing Cards
Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.	Waterford introduces letter sounds with instruction demonstrating the positioning of lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> • Letter Sound Instruction • Letter Sound Screening 	
Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).	<ul style="list-style-type: none"> • Phoneme Segmentation • Spell and Blend 	<ul style="list-style-type: none"> • Segmenting words into Phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <ul style="list-style-type: none"> - Counting Individual Phonemes - Phoneme Segmentation - Sound Sense Playing Cards
In riddle games, supply words that begin with a target phoneme.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sounds • Blending Riddles 	<ul style="list-style-type: none"> • Segmenting Words.pdf: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Phonological and Phonemic Awareness <i>continued</i>		
Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sounds • Final Sound • Right Final Sound • Where Is the Sound? • Circus Clown Climbers 	<ul style="list-style-type: none"> • Segmenting Words.pdf: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards
Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sounds • Final Sound • Right Final Sound • Where Is the Sound? • Circus Clown Climbers 	<ul style="list-style-type: none"> • Segmenting Words.pdf: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards
Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.	<ul style="list-style-type: none"> • Letter Sounds • Coloring Game (Make a Scene) • Right Initial Sound • Read with Me Books (See titles at end of document.) 	
Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sounds • Final Sound • Right Final Sound • Circus Clown Climbers 	
Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat.	<ul style="list-style-type: none"> • Blending • Blend Every Sound (Phonemes) • Letters Make Words • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • One, Two, Three Sounds • Find the Picture 	<ul style="list-style-type: none"> • 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"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards - Sound Sense Playing Cards

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Phonological and Phonemic Awareness <i>continued</i>		
Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.	<ul style="list-style-type: none"> Phoneme Segmentation Letter Sound Eliminator (Phoneme Eliminator) 	<ul style="list-style-type: none"> Segmenting Words into Phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <ul style="list-style-type: none"> Counting Individual Phonemes Phoneme Segmentation Sound Sense Playing Cards
Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.	<ul style="list-style-type: none"> Rhyme Rhyme Match Finish the Picture Rhyming Words One Doesn't Rhyme 	<ul style="list-style-type: none"> Rhyming Words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> Change the Rhyme Rhyming Riddles "Down by the Bay" Rhyme Match Rhyming Bingo Sound Sense Bingo Cards Sound Sense Playing Cards
Identify the number of syllables in a spoken word.	<ul style="list-style-type: none"> Syllables Syllable Safari 	
C. Phonics: Decoding and Encoding		
Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Name That Letter Sound Sound Room Choose a Sound Where Is the Sound? 	
Blend individual phonemes to pronounce printed words.	<ul style="list-style-type: none"> Blending Blend Every Sound Letters Make Words Blend Onset/Rime Blending Riddles Blending Dragon Find the Picture 	<ul style="list-style-type: none"> 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"> Blending: Onset-Rime Phoneme Blending Sound Sense Bingo Cards Sound Sense Playing Cards

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Phonics: Decoding and Encoding <i>continued</i>		
Understand that sometimes two or more printed letters stand for a single sound.	<ul style="list-style-type: none"> • Song: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Where Is a Whale? • Circus Clown Climbers • Blend Decodable Words 	<ul style="list-style-type: none"> • 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"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards - Sound Sense Playing Cards
Read and write any CVC word, e.g., sit or cat.	<ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) • Letter Sound • Choose a Sound • Where Is the Sound? • Power Words • Stick 'n' Spell • Spell and Blend • Word Pattern Spelling 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Letter Cards Word Stems
Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-, etc.	<ul style="list-style-type: none"> • Song: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Where Is a Whale? • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) • Blend Decodable Words • Word Pattern Spelling • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Say and Trace 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Scope and Sequence of Skills - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
Read and write words containing separated vowel graphemes, such as, late, bite, note, cute.	<ul style="list-style-type: none"> • Song: Sneaky Magic E • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) • Word Pattern Spelling 	<ul style="list-style-type: none"> • 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"> - Scope and Sequence of Skills - Pattern Word Building - Word Study Introduction - Spelling

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Phonics: Decoding and Encoding <i>continued</i>		
<p>Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.</p>	<ul style="list-style-type: none"> • Song: S Steals the Z • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) • Letter Sounds • Name That Letter Sound • Word Pattern Spelling 	
<p>Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > cat > bat > bad > bid.</p>	<ul style="list-style-type: none"> • Circus Clown Climbers • Change One Sound • One, Two, Three Sounds • Barnyard Bash • Phoneme Substitution • Phoneme Eliminator • Letter Sound Eliminator • Letter Sounds Deletion 	
<p>Read at least 15 words generally identified as very high frequency words.</p>	<ul style="list-style-type: none"> • Power Words • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Power Word.pdf: Practice writing, coloring, cutting, and pasting the Power Word: this; is; was; a; the; on; in; for; are; and; to; yes; up; he; I; go; see; his; you; my <ul style="list-style-type: none"> - Power Words List - Word Cards: Power Words - Roll a Power Word
D. Oral Reading and Fluency		
<p>Read decodable stories that incorporate the specific code knowledge that has been taught.</p>	<ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check.pdf: Read emergent-reader texts with purpose and understanding. <ul style="list-style-type: none"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
<p>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Song: Rusty and Rosy's Clues • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Use-a-clue

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Oral Reading and Fluency <i>continued</i>		
Demonstrate understanding of and use commas and end punctuation while reading orally.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Comma, Comma, Comma; Sentence Marks • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> - I Like Kites • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas
Read aloud, alone, or with a partner at least 15 minutes each day.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	
E. Reading Comprehension—All Texts		
Demonstrate understanding of simple decodable text after reading independently.	<ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check.pdf: Read emergent-reader texts with purpose and understanding. <ul style="list-style-type: none"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
<i>Grasping Specific Details and Key Ideas</i>		
Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Find an Answer • Describe Characters • Look at Details 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Sum Up, Remember Order • Find an Answer • Describe Characters • Look at Details 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Observing Craft and Structure</i>		
Understand and use words and phrases from a text that has been read independently	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) • Vocab Introduction 	<ul style="list-style-type: none"> • Using words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <ul style="list-style-type: none"> - New Words and Phrases
<i>Integrating Information and Evaluating Evidence</i>		
Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	
Use pictures accompanying the written text to check and support understanding.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues 	<ul style="list-style-type: none"> • 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"> - Opposites - Watch the Woolly Worm - A Story in the Snow
Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues • Print Directionality Introduction 	<ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies, such as Peek at the Story and Use Clues to Guess
Identify who is telling a story or providing information in a text.		<ul style="list-style-type: none"> • Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
III. WRITING		
<i>Writing to Reflect Audience, Purpose and Task</i>		
Draw pictures to represent a text that has been heard or read independently.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> 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"> - My Favorite Things
Draw pictures to represent a preference or opinion.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). - Write With Me
Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> 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"> - The Germs - Lumpy Mush
With assistance, add details to writing.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> 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"> - My Favorite Things
Create a title or caption to accompany a picture and/or shared writing.	<ul style="list-style-type: none"> Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
IV. LANGUAGE CONVENTIONS		
Form letters, words, phrases and sentences to communicate thoughts and ideas.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences
Apply basic spelling conventions.	<ul style="list-style-type: none"> • Power Words • Word Pattern Spelling • Spelling Scramble 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity
Use basic capitalization and punctuation in sentences to convey meaning.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?: Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - I Like Kites Punctuation
A. Handwriting and Spelling		
Hold a pencil with a pincer grasp and make marks on paper.	Waterford encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles 	
Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Similarities and Differences in Letters • Alphabet Review 	<ul style="list-style-type: none"> • Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting
Write own name.	<ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Handwriting and Spelling <i>continued</i>		
Write from left to right, leaving spaces between words, and top to bottom using return sweep	All online books and text within the program illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write bote for boat, sum for some, hunee for honey.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity
Write words, phrases, and sentences from dictation, applying phonics knowledge.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound • Word Pattern Spelling (Make a Word Dictation) • Alphabet Introduction (Distinguish Letters) 	
B. Parts of Speech and Sentence Structure		
Use and understand question words, i.e., what, where, when, who, how.	<ul style="list-style-type: none"> • Sum Up, Five Ws 	
Form regular plural nouns by adding 's' or 'es', i.e., dog, dogs, wish, wishes.	<ul style="list-style-type: none"> • Songs: Nouns; More Than One • Nouns • Plural Nouns 	
Demonstrate understanding of frequently occurring prepositions, i.e., to/from, in/out, on/off.	<ul style="list-style-type: none"> • Song: Preposition Ship 	<ul style="list-style-type: none"> • Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> - Prepositions
Produce and expand complete sentences orally and in shared writing exercises.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I.	<ul style="list-style-type: none"> Song: What Is a Sentence? Sentences 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> I Like Kites Punctuation
Identify and use end punctuation, including periods, question marks, and exclamation points.	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks 	<ul style="list-style-type: none"> Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> I Like Kites Punctuation
V. POETRY		
A. Mother Goose and Other Traditional Poems		
Children should be introduced to a varied selection of poetry with strong rhyme and rhythm. Children should hear these rhymes read aloud, and should say some of them aloud. Some rhymes may also be sung to familiar melodies. Although children are not expected to memorize the rhymes, they will delight in knowing their favorites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books: Baa, Baa Black Sheep; Hey Diddle Diddle; Jack and Jill; Little Miss Muffet; One, Two, Buckle My Shoe; Pat-a-Cake; Rock-a-bye, Baby; This Little Pig Books: The Swing; Jump Rope Rhymes; Three Little Kittens; Lumpy Mush Read with Me Books (See titles at end of document.) 	
B. Other Poems, Old and New		
April Rain Song (Langston Hughes) Happy Thought (Robert Louis Stevenson) I Do Not Mind You, Winter Wind (Jack Prelutsky) Mary Had a Little Lamb (Sara Josepha Hale) The More It Snows (A. A. Milne) My Nose (Dorothy Aldis) Rain (Robert Louis Stevenson) Three Little Kittens (Eliza Lee Follen) Time to Rise (Robert Louis Stevenson) Tommy (Gwendolyn Brooks) Twinkle Twinkle Little Star (Jane Taylor)	<ul style="list-style-type: none"> Books: Mary Had a Little Lamb; Three Little Kittens; Twinkle, Twinkle Little Star; The Swing; Ooey, Gooy Mud; Lumpy Mush; Jack and Jill; Quack, Quack, Quack; Hey Diddle, Diddle; Little Miss Muffet; Yankee Doodle 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VI. FICTION		
<p>A. Stories (The following works constitute a core of stories for this grade. In kindergarten, these stories are meant to be read-aloud selections. Expose children to many more stories, including classic picture books and read-aloud books. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Children should also be exposed to nonfiction prose: biographies, books on science and history, books on art and music, etc. And, children should be given opportunities to tell and write their own stories.)</p>		
<p>The Bremen Town Musicians (Brothers Grimm) Chicken Little (also known as “Henny-Penny”) Cinderella (Charles Perrault) Goldilocks and the Three Bears How Many Spots Does a Leopard Have? (African folktale) King Midas and the Golden Touch The Legend of Jumping Mouse (Native American: Northern Plains legend) The Little Red Hen Little Red Riding Hood Momotaro: Peach Boy (Japanese folktale) Snow White and the Seven Dwarfs The Three Billy Goats Gruff The Three Little Pigs A Tug of War (African folktale) The Ugly Duckling (Hans Christian Andersen) The Velveteen Rabbit (Margery Williams) selections from Winnie-the-Pooh (A. A. Milne) The Wolf and the Kids (Brothers Grimm)</p>	<p>Waterford’s extensive library of read-aloud selections includes classic picture books, fiction, nonfiction, and biographies, with titles such as <i>Henny Penny</i>, <i>Goldilocks and the Three Bears</i>, <i>The Little Red Hen</i>, <i>Three Billy Goats Gruff</i>, <i>The Three Little Pigs</i>, and <i>The Ugly Duckling</i>, among many others. Biographies include subjects like Jane Goodall, George Washington Carver, and Wilbur and Orville Wright. Please see the listing of titles at the end of this document.</p> <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books 	<ul style="list-style-type: none"> • 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"> - Narrative Writing Activities
B. Aesop’s Fables		
<p>The Lion and the Mouse The Grasshopper and the Ants The Dog and His Shadow The Hare and the Tortoise</p>	<ul style="list-style-type: none"> • Books: The Lion and the Mouse; The Birds, the Beasts, and the Bat; The City Mouse and the Country Mouse 	
C. American Folk Heroes and Tall Tales		
<p>Johnny Appleseed Casey Jones</p>	<ul style="list-style-type: none"> • Book: Sequoyah’s Talking Leaves 	

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D. Literary Terms (As children become familiar with stories, discuss the following:)		
author illustrator	Prior to reading each online story, the front cover of the book is displayed on the screen. The title, and names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> - Fawn Eyes - What Is a Cloud? - A Story in the Snow
VII. SAYINGS AND PHRASES (Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends.)		
A dog is man's best friend. April showers bring May flowers. Better safe than sorry. Do unto others as you would have them do unto you. The early bird gets the worm. Great oaks from little acorns grow. Look before you leap. A place for everything and everything in its place. Practice makes perfect. [It's] raining cats and dogs. Where there's a will there's a way.	Sayings and phrases such as these may be found in Waterford's rich library of online books. <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books • Traditional Tales • Read-Along Books (See titles at end of document.)	
GRADE 1: LANGUAGE ARTS		
I. LISTENING AND SPEAKING		
A. Classroom Discussion		
Participate in age appropriate activities involving listening and speaking.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • All activities in Speaking and Listening provide opportunities to participate. <ul style="list-style-type: none"> - Class discussion - Conversation building - Ask questions - Key details - Gathering additional information through questions - Use relevant details to express ideas and feelings - Expressing ideas through pictures

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>A. Classroom Discussion continued</i>		
Speak clearly with volume appropriate to the setting.	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity
Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.		<ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.		<ul style="list-style-type: none"> 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"> Ask and Answer Activity
Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.		<ul style="list-style-type: none"> 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"> Discussion Rules Activity
Identify and express physical sensations, mental states, and emotions of self and others.	<ul style="list-style-type: none"> Lost and Found Boo Hoo Baby It’s Not Fair! Do I Have To? Squirrel’s Blocks 	<ul style="list-style-type: none"> 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"> Ask and Answer Activity
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).	<ul style="list-style-type: none"> Book: Marty’s Mixed Up Mom Sum Up, Remember Order First, Next, and Last 	
Understand and use narrative language to describe people, places, things, locations, events, actions.	<ul style="list-style-type: none"> Song: Adjectives Describe Adjectives Recall Details 	<ul style="list-style-type: none"> 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"> Ask and Answer Activity
Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag”	<ul style="list-style-type: none"> Traditional Tales Read with Me Books Read-Along Books Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Using words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	
Give simple directions.		<ul style="list-style-type: none"> 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"> The Writing Process (including Proofreading Chart)
Provide simple explanations.	<ul style="list-style-type: none"> Build Knowledge 	
Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Book: Jump Rope Rhymes 	
Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.		<ul style="list-style-type: none"> 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"> Ask and Answer Activity
C. Comprehension and Discussion of Read-Alouds—All Texts		
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<ul style="list-style-type: none"> Read with Me Books Read-Along Books Traditional Tales Informational Books (See titles at end of document.) 	
Distinguish the following genres of literature: fiction, nonfiction and drama.	<ul style="list-style-type: none"> Traditional Tales Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> 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"> Text Type Activity—Narrative Text Text Type Activity—Informational Text How to Grow a Garden

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Grasping Specific Details and Key Ideas</i>		
Describe illustrations.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues 	<ul style="list-style-type: none"> • Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things
Sequence four to six pictures illustrating events in a read-aloud.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? 	
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Recall Details • Describe Characters • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
Retell key details.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Recall Details • Describe Characters 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
Ask questions to clarify information in a read-aloud.	<ul style="list-style-type: none"> • Ask a Question • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Key details_1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Water Is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Describe Characters • Traditional Tales • Informational Books (See titles at end of document.) • Adjectives 	<ul style="list-style-type: none"> • Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs

CORE KNOWLEDGE SEQUENCE, CONTENT AND SKILL GUIDELINES 2010

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Observing Craft and Structure</i>		
Understand and use words and phrases heard in read-alouds.	Waterford provides many activities related to vocabulary acquisition and use. 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"> Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> - Animal Bodies - Star Pictures
Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.	<ul style="list-style-type: none"> Books: The Magic Porridge Pot and The Three Wishes; I Hate Peas and Lumpy Mush; Garden Visitors and Creepy Crawlers 	<ul style="list-style-type: none"> 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"> - How to Grow a Garden - Growing Flowers
Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.	<ul style="list-style-type: none"> Connect to Me 	<ul style="list-style-type: none"> Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> - Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver
<i>Integrating Information and Evaluating Evidence</i>		
Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.	<ul style="list-style-type: none"> Connect to Me Build Knowledge 	
Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.	<ul style="list-style-type: none"> Song: Look for a Clue Rusty and Rosy's Clues Use a Clue 	<ul style="list-style-type: none"> Finding key information.pdf: Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> - Star Pictures
Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.	<ul style="list-style-type: none"> Song: Reading Detective (Peek at the Story/ Check My Guess) Peek at the Story Check My Guess 	

CORE KNOWLEDGE SEQUENCE, CONTENT AND SKILL GUIDELINES 2010

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Integrating Information and Evaluating Evidence continued</i>		
Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Recall Details 	<ul style="list-style-type: none"> • 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"> - Opinion Writing Activities
Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.	<ul style="list-style-type: none"> • Ask a Question • Recall Details • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Ask and Answer Activity
Identify who is telling a story or providing information in a text.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw
D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry		
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	<ul style="list-style-type: none"> • Describe Characters • Recall Details • Sum Up, Remember Order • Sum Up, Five Ws • What Comes Next? • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
Compare and contrast characters from different stories.	<ul style="list-style-type: none"> • Books: La Tortuga and Anansi and the Seven Yam Hills; The Little Red Hen and Henny Penny; The Shoemaker and the Elves and The Three Wishes • Describe Characters • Compare Characters • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse
Change some story events and provide a different story ending.	<ul style="list-style-type: none"> • Step Into the Story • Connect to Me • Build Knowledge 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry <i>continued</i>		
Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.		<ul style="list-style-type: none"> • 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"> - The Germs - Lumpy Mush
Distinguish fantasy from realistic text in a story.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality 	
Identify the moral or lesson of a fable, folktale, or myth.	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> • 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. • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story.
Identify sensory language and how it is used to describe people, objects, places and events.		<ul style="list-style-type: none"> • 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"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text		
Generate questions and seek information from multiple sources to answer questions.	<ul style="list-style-type: none"> • Ask a Question • Sum Up, Five Ws • Find an Answer • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identifying the Main Topic.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Water Is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright
Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Find an Answer 	<ul style="list-style-type: none"> • Identifying the Main Topic.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Water Is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright
With assistance, categorize and organize facts and information within a given topic.	<ul style="list-style-type: none"> • Books: I Wish I Had Ears Like a Bat; Animal Bodies; A Story in the Snow; Fawn Eyes; Legs 	<ul style="list-style-type: none"> • 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"> - How to Grow a Garden - Growing Flowers
With assistance, create and interpret timelines and lifelines related to read-alouds.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright 	
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; The Pizza Book; Moving Day; Photos for Phil; Mine; Fossils Under Our Feet 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
II READING		
A. Print Awareness		
Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Picture Story • Letter Sound Instruction 	<ul style="list-style-type: none"> • Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2
Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).	All online books and text within the program illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Following words.pdf: Follow words from left to right, top to bottom, and page by page. <ul style="list-style-type: none"> - Print Directionality
Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).	<ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> - Fawn Eyes - What Is a Cloud? - Legs
Demonstrate correct book orientation by holding book correctly and turning pages.	All online books visually display correct book orientation. Engaging graphics simulate pages turning in Picture Story books.	
Recognize that sentences in print are made up of separate words.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
Understand that words are separated by spaces.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
Distinguish letters, words, sentences, and stories.	<ul style="list-style-type: none"> • Alphabet Introduction (Distinguish Letters) • Print Concepts • Print Directionality • Letters Make Words • Look, Listen, and Match • Traditional Tales (See titles at end of document.) 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Print Awareness <i>continued</i>		
Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.	All online books and text within the program illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> Follow words.pdf: Follow words from left to right, top to bottom, and page by page. <ul style="list-style-type: none"> Print Directionality
Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Letters Make Words 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 and 2
Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.	<ul style="list-style-type: none"> ABC Songs Letter Pictures Alphabet Introduction (Distinguish Letters) Name That Letter Fast Letter Fun 	<ul style="list-style-type: none"> Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> Writing Practice
Say the letters of the alphabet in order, either in song or recitation.	<ul style="list-style-type: none"> ABC Songs Alphabet Review 	
B. Phonemic Awareness		
Demonstrate understanding that words are made up of sequences of sounds.	<ul style="list-style-type: none"> Blending Blend Every Sound (Phonemes) Letters Make Words Blend Onset/Rime Sounds Blending Riddles Blending Dragon Find the Picture 	
Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.	Waterford introduces letter sounds with instruction demonstrating the positioning of lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> Letter Sound Instruction Letter Sound Screening 	
Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).	<ul style="list-style-type: none"> Phoneme Segmentation Spell and Blend 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Phonemic Awareness <i>continued</i>		
In riddle games, supply words that begin with a target phoneme.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sounds • Blending Riddles 	<ul style="list-style-type: none"> • Segmenting Words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting: First Phoneme - Segmenting: Last Phoneme - Phoneme Categorization - Sound Sense Playing Cards
Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sounds • Final Sound • Right Final Sound • Where Is the Sound? 	<ul style="list-style-type: none"> • Segmenting Words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting: First Phoneme - Segmenting: Last Phoneme - Phoneme Categorization - Sound Sense Playing Cards
Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sounds • Final Sound • Right Final Sound • Where Is the Sound? 	
Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.	<ul style="list-style-type: none"> • Letter Sounds • Right Initial Sound • Read with Me Books (See titles at end of document.) 	
Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sounds • Final Sound • Right Final Sound • Circus Clown Climbers 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Phonemic Awareness <i>continued</i>		
Orally blend two to three sounds to form a word, e.g., given the sounds /k/... /a/.../t/, blend to make cat.	<ul style="list-style-type: none"> • Blending • Blend Every Sound (Phonemes) • Letters Make Words • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • One, Two, Three Sounds • Find the Picture 	<ul style="list-style-type: none"> • 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"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards - Sound Sense Playing Cards
Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.	<ul style="list-style-type: none"> • Phoneme Segmentation • Letter Sound Eliminator (Phoneme Eliminator) 	<ul style="list-style-type: none"> • Segmenting Words into Phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <ul style="list-style-type: none"> - Counting Individual Phonemes - Phoneme Segmentation - Sound Sense Playing Cards
Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • Rhyming Words • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Rhyming Words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - "Down by the Bay" - Rhyme Match - Rhyming Bingo - Sound Sense Bingo Cards - Sound Sense Playing Cards
Identify the number of syllables in a spoken word.	<ul style="list-style-type: none"> • Syllables • Syllable Safari 	
C. Phonics: Decoding and Encoding		
Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound • Where Is the Sound? 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Phonics: Decoding and Encoding <i>continued</i>		
Blend individual phonemes to pronounce printed words.	<ul style="list-style-type: none"> • Blending • Blend Individual Phonemes • Blend Every Sound • Letters Make Words • Blend Onset/Rime • Blending Riddles • Blending Dragon • Find the Picture 	<ul style="list-style-type: none"> • 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"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards - Sound Sense Playing Cards
Understand that sometimes two or more printed letters stand for a single sound.	<ul style="list-style-type: none"> • Song: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Where Is a Whale? • Circus Clown Climbers • Blend Decodable Words 	
Read one to two syllable words containing any of the grapheme-phoneme correspondences.	<ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) • Letter Sound • Choose a Sound • Power Words • Blend Decodable Words • Word Pattern • Stick 'n' Spell 	<ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - 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
Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.	<ul style="list-style-type: none"> • 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 • Suffixes • Comparatives 	<ul style="list-style-type: none"> • Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> - Pattern Word Building: Double the Letter - Language Concept: Plural Nouns
Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Contraction Action • Contractions 	<ul style="list-style-type: none"> • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Contractions - Possessive Nouns

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Phonics: Decoding and Encoding <i>continued</i>		
Sort and classify words according to the spelling used to represent a specific phoneme.	<ul style="list-style-type: none"> • Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where Is a Whale? • Word Mastery • Sound Room • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending 	<ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - 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
Read tricky spellings that can be sounded two ways, e.g., the letter ‘s’ sounded /s/ as in cats and /z/ as in dogs.	<ul style="list-style-type: none"> • Song: S Steals the Z • Read with Me Books • Traditional Tales • Decodable Books • Informational Books (See titles at end of document.) • Letter Sounds • Name That Letter Sound • Word Pattern Spelling 	
Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.	<ul style="list-style-type: none"> • Word Pattern Spelling • Circus Clown Climbers • Change One Sound • One, Two, Three Sounds • Barnyard Bash • Phoneme Eliminator • Phoneme Deletion • Letter Sound Deletion 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards
Read at least 30 words generally identified as high frequency words.	<ul style="list-style-type: none"> • Power Words • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Oral Reading and Fluency		
Read decodable stories that incorporate the specific code knowledge that has been taught.	<ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Waterford Books
Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).	<ul style="list-style-type: none"> • Reading Tutorial • Choose a Readable • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Repeated Readings - Fluency Check Sheets
Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues • Mystery Words • Use a Clue • Watch Me Read 	<ul style="list-style-type: none"> • Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Use-a-clue
Demonstrate understanding of and use commas and end punctuation while reading orally.	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma; Sentence Marks • Sentence Marks • Traditional Tales • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> - I Like Kites • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas
Read aloud, alone, or with a partner at least 15 minutes each day.	<ul style="list-style-type: none"> • Traditional Tales • Decodable Books • Informational Books (See titles at end of document.) • Choose a Readable 	
E. Reading Comprehension—All Texts		
Demonstrate understanding of completely decodable text after reading independently.	<ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) • Sum Up, Five Ws • Sum Up, Remember Order • Connect to Me • Ask a Question • Compare Characters 	<ul style="list-style-type: none"> • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build comprehension

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Grasping Specific Details and Key Ideas</i>		
Sequence four to six pictures illustrating events from a text that has been read independently.	<ul style="list-style-type: none"> Sum Up, Remember Order What Comes Next? 	
Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.	<ul style="list-style-type: none"> Sum Up, Five Ws Find an Answer Describe Characters Recall Details 	<ul style="list-style-type: none"> 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"> 52 online books to practice strategies for understanding
Retell key details from a text that has been read independently.	<ul style="list-style-type: none"> Traditional Tales Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> The Three Little Pigs Mr. Lucky Straw
Ask questions to clarify information about a text that has been read independently.	<ul style="list-style-type: none"> Ask a Question Sum Up, Five Ws Traditional Tales Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> Ball Toss Activity
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	<ul style="list-style-type: none"> Song: Adjectives Describe Traditional Tales Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> My Favorite Things
<i>Observing Craft and Structure</i>		
Identify basic text features and what they mean, including title, table of contents, and chapters.	<ul style="list-style-type: none"> Print Directionality Introduction 	<ul style="list-style-type: none"> 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"> How to Grow a Garden
Understand and use words and phrases from a text that has been read independently.	<ul style="list-style-type: none"> Read-Along Books Traditional Tales (See titles at end of documents.) 	<ul style="list-style-type: none"> Using words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Compare and contrast similarities and differences within a single text or between multiple texts read independently.	<ul style="list-style-type: none"> Books: I Wish I Had Ears Like a Bat and Fawn Eyes; Animal Bodies and Legs; I Hate Peas and Lumpy Mush; Ooey, Gooey Mud and Bad News Shoes; Louis Braille and Seeing Fingers 	<ul style="list-style-type: none"> 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"> Story Variations Activity

CORE KNOWLEDGE SEQUENCE, CONTENT AND SKILL GUIDELINES 2010

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Observing Craft and Structure continued</i>		
Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.	<ul style="list-style-type: none"> • Connect to Me • Books: I Hate Peas; Lumpy Mush; Bad News Shoes; Ooey, Goopy Mud 	
<i>Integrating Information and Evaluating Evidence</i>		
Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	
Use pictures accompanying the written text to check and support understanding.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures • Peek at the Story 	<ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies, such as Peek at the Story and Use Clues to Guess
Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.	<ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/ Check My Guess) • Peek at the Story • Check My Guess 	<ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies, such as Peek at the Story and Use Clues to Guess
Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.	<ul style="list-style-type: none"> • Find an Answer • Sum Up, Five Ws 	
Identify who is telling a story or providing information in a text.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Integrating Information and Evaluating Evidence continued</i>		
Identify temporal words that link and sequence events, i.e., first, next, then, etc.	<ul style="list-style-type: none"> • Book: Marty’s Mixed-up Mom • Sum Up, Remember Order • What Comes Next? • First, Next, and Last 	
Identify words that link ideas, i.e., for example, also, in addition.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver 	<ul style="list-style-type: none"> • Using words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
F. Reading Comprehension—Fiction, Drama, and Poetry		
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
Compare and contrast characters from different stories.	<ul style="list-style-type: none"> • Compare Characters • Describe Characters • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse
Change some story events and provide a different story ending.	<ul style="list-style-type: none"> • Step Into the Story 	
Distinguish fantasy from realistic text in a story.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality 	
Identify the moral or lesson of a fable, folktale, or myth.	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
F. Reading Comprehension—Fiction, Drama, and Poetry <i>continued</i>		
<p>Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.</p>	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p>	<ul style="list-style-type: none"> • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build comprehension • Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> - Fawn Eyes - What Is a Cloud? - A Story in the Snow
<p>Identify sensory language and how it is used to describe people, objects, places and events.</p>	<ul style="list-style-type: none"> • Books: I Wish I Had Ears Like a Bat; La Tortuga; The City Mouse and the Country Mouse; Goldilocks and the Three Bears; Where in the World Would You Go Today? 	<ul style="list-style-type: none"> • 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"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling
G. Reading Comprehension—Nonfiction and Informational Text		
<p>With assistance, create and interpret timelines and lifelines related to text read independently.</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Mathematician Like Thales 	
<p>Distinguish text that describes events that happened long ago from text that describes contemporary or current events.</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Mathematician Like Thales 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
III. WRITING		
<i>Writing to Reflect Audience, Purpose and Task</i>		
Add details to writing.	<ul style="list-style-type: none"> • Word Processor • Revise: Add Details; Use Interesting Words 	<ul style="list-style-type: none"> • 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"> - The Writing Process (including Proofreading Chart)
Begin to use tools, including technology, to plan, draft, and edit writing.	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Edit: Capitals; End Punctuation; Commas • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • 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"> - The Writing Process (including Proofreading Chart)
<i>Conducting Research</i>		
Gather information from experiences or provided text sources.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • 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"> - The Writing Process (including Proofreading Chart)
A. Narrative Writing		
Write or retell a story that includes characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	<ul style="list-style-type: none"> • Play and Practice: Word Processor 	<ul style="list-style-type: none"> • 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"> - Narrative Writing Activities

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Narrative Writing <i>continued</i>		
Write a descriptive paragraph using sensory language.	<ul style="list-style-type: none"> • Play and Practice: Word Processor • Revise: Add Details; Use Interesting Words 	<ul style="list-style-type: none"> • 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"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling
Create a title and an ending that are relevant to the narrative.	<ul style="list-style-type: none"> • Play and Practice: Word Processor 	<ul style="list-style-type: none"> • 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"> - Narrative Writing Activities
B. Informative/Explanatory Writing		
Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).	<ul style="list-style-type: none"> • Play and Practice: Word Processor 	<ul style="list-style-type: none"> • 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"> - Topical Writing Activities
C. Persuasive Writing (Opinion)		
Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word because.	<ul style="list-style-type: none"> • Play and Practice: Word Processor 	<ul style="list-style-type: none"> • 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"> - Opinion Writing Activities
Create a title that is relevant to the topic or subject of the text.	<ul style="list-style-type: none"> • Play and Practice: Word Processor • Prewrite: Title 	<ul style="list-style-type: none"> • 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"> - Opinion Writing Activities

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Persuasive Writing (Opinion) <i>continued</i>		
If writing about a specific book or read-aloud, refer to the content of the text.	<ul style="list-style-type: none"> • Play and Practice: Word Processor • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Opinion Writing Activities
IV. LANGUAGE CONVENTIONS		
Form letters, words, phrases and sentences to communicate thoughts and ideas.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Letter Trace (Letter Picture Writing) • Letters Make Words • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song
Apply basic spelling conventions.	<ul style="list-style-type: none"> • Word Pattern Spelling • Spelling Scramble • Spell and Blend • Stick 'n' Spell 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
Use basic capitalization and punctuation in sentences to convey meaning.	<ul style="list-style-type: none"> • Song: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Sentence features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> - Sentence Strips - Language Concepts • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Handwriting and Spelling		
Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.	<ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Alphabet Review 	<ul style="list-style-type: none"> • Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting
Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.	<p>All online books and text within the program illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write ate for eight, boi for boy, fone for phone.	<ul style="list-style-type: none"> • Letter Sound • Spelling Scramble • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Word Pattern Spelling 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
Write words, phrases, and sentences from dictation, applying phonics knowledge.	<ul style="list-style-type: none"> • Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where Is a Whale? • Word Mastery • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
Identify and use synonyms and antonyms.	<ul style="list-style-type: none"> • Songs: Synonym Tree; Antonym Ant • Synonyms • Antonyms 	<ul style="list-style-type: none"> • 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"> - Guess the Opposite

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Parts of Speech and Sentence Structure		
Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns
Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Songs: Nouns; More Than One • Nouns • Plural Nouns 	<ul style="list-style-type: none"> • Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns
Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Songs: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs 	<ul style="list-style-type: none"> • Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs
Recognize, identify, and use adjectives orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Adjectives
Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences. <ul style="list-style-type: none"> - Class discussion - Conversation building - Ask questions - Key details - Gathering additional information through questions - Story telling - Creating stories
Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song
Produce and expand complete sentences orally and in shared writing exercises.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week.	<ul style="list-style-type: none"> • Songs: Capital Letters (Proper Nouns)(Days) • Edit Capitals • Edit Calendar Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> - Capitalization
Identify and use end punctuation, including periods, question marks, and exclamation points.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks • Edit End Punctuation 	<ul style="list-style-type: none"> • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences
Use commas appropriately in greetings and closings of letters, dates, and items in a series.	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks • Edit Commas • Sentence Marks 	<ul style="list-style-type: none"> • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas
Write a simple friendly letter.	<ul style="list-style-type: none"> • Book: Today I Write a Letter • Edit Capitals 	
Use apostrophes to create contractions and indicate possession, i.e., cat's meow.	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Contraction Action • Possessive Nouns • Contractions 	<ul style="list-style-type: none"> • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Contractions - Possessive Nouns
Use quotation marks appropriately to designate direct speech.	<ul style="list-style-type: none"> • Song: Quotation Marks • Expression: Quotations 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>V. Poetry (The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to speak it aloud so they can experience the music in the words. Although children are not expected to memorize the following rhymes, they will delight in knowing their favorites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes.)</p>		
<p>Hope (Langston Hughes) I Know All the Sounds the Animals Make (Jack Prelutsky) My Shadow (Robert Louis Stevenson) The Owl and the Pussycat (Edward Lear) The Pasture (Robert Frost) The Purple Cow (Gelett Burgess) Rope Rhyme (Eloise Greenfield) Sing a Song of People (Lois Lenski) Solomon Grundy (traditional) The Swing (Robert Louis Stevenson) Table Manners [also known as “The Goops”] (Gelett Burgess) Thanksgiving Day [“Over the river and through the wood”] (Lydia Maria Child) Washington (Nancy Byrd Turner) Wynken, Blynken, and Nod (Eugene Field)</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Books: The Swing; Lumpy Mush; Bad News Shoes; Movin’ to the Music Time • Poetry Book 1: Annie Can Whistle; Dinnertime; Little White Pony; Caballito Blanco; I See Green; Clowns in the Car; Sparkles • Poetry Book 2: Grandma’s Coming; Boa Constrictor; Diving With Dolphins; I Love My Bicycle; Apatosaurus Partner; The Jungle Band 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VI. FICTION		
<p>A. Stories (The titles here constitute a core of stories for this grade. They are available in a variety of editions, some designed for novice readers, and others best for reading aloud to children. In first grade, most of the following titles should be read-aloud selections. It is recommended that you provide a mixture of texts, including some beginning readers, with their necessarily limited vocabulary and syntax, for these can give children the important sense of accomplishment that comes from being able to “read it all by myself.”)</p>		
<p>The Boy at the Dike (folktale from Holland) The Frog Prince Hansel and Gretel selections from The House at Pooh Corner (A. A.Milne) How Anansi Got Stories from the Sky God (folktale from West Africa) It Could Always Be Worse (Yiddish folktale) Jack and the Beanstalk The Knee-High Man (African-American folktale) Medio Pollito (Hispanic folktale) The Pied Piper of Hamelin Pinocchio The Princess and the Pea Puss-in-Boots Rapunzel Rumpelstiltskin Sleeping Beauty The Tale of Peter Rabbit (Beatrix Potter) Tales of Br’er Rabbit (recommended tales: Br’er Rabbit Gets Br’er Fox’s Dinner; Br’er Rabbit Tricks Br’er Bear; Br’er Rabbit and the Tar Baby) Why the Owl Has Big Eyes (Native American legend)</p>	<ul style="list-style-type: none"> Traditional Tales: Anansi and the Seven Yam Hills; Goldilocks and the Three Bears; Henny Penny; La Tortuga; Lizard and the Painted Rock; Mr. Lucky Straw; The Big Mitten; The Brothers; The City Mouse and the Country Mouse; The Gingerbread Man; The Little Red Hen; The Magic Porridge Pot; The Shoemaker and the Elves; The Three Little Pigs; The Three Wishes; The Ugly Duckling Readable Books: 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? 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Aesop's Fables		
The Boy Who Cried Wolf The Dog in the Manger The Wolf in Sheep's Clothing The Maid and the Milk Pail The Fox and the Grapes The Goose and the Golden Eggs	<ul style="list-style-type: none"> Books: The Lion and the Mouse; The Birds, the Beasts, and the Bat; The City Mouse and the Country Mouse 	
C. Different Lands, Similar Stories		
Lon Po Po (China) and Little Red Riding Hood Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam) Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)		<ul style="list-style-type: none"> 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"> Story Variations Activity
D. Literary Terms		
Characters, heroes, and heroines	<ul style="list-style-type: none"> Describe Characters Recall Details Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> 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"> 27 online books to demonstrate understanding characters, setting, and plot
Drama: actors and actresses, costumes, scenery and props, theater, stage, audience	<ul style="list-style-type: none"> Book: The Three Billy Goats Gruff 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VII. SAYINGS AND PHRASES (Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends.)		
<ul style="list-style-type: none"> • a.m. and p.m. • An apple a day keeps the doctor away. • Do unto others as you would have them do unto you. [also in Kindergarten] • Fish out of water • Hit the nail on the head. • If at first you don't succeed, try, try again. • Land of Nod • Let the cat out of the bag. • The more the merrier. • Never leave till tomorrow what you can do today. • Practice makes perfect. [also in Kindergarten] • Sour grapes • There's no place like home. • Wolf in sheep's clothing 	Sayings and phrases such as these may be found in Waterford's rich library of online books. <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books • Traditional Tales • Read-Along Books (See titles at end of document.)	
GRADE 2: LANGUAGE ARTS		
I. LISTENING AND SPEAKING		
A. Classroom Discussion		
Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Read/Record Books (See titles at end of document.)	<ul style="list-style-type: none"> • 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"> - Discussion Rules Activity
Speak clearly with volume appropriate to the setting.	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>A. Classroom Discussion continued</i>		
Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.		<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.		<ul style="list-style-type: none"> • Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> - Discussion Rules Activity
Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.		<ul style="list-style-type: none"> • 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"> - Discussion Rules Activity
Participate in a conversation or group discussion by making reference to, or building upon, a comment made by another person.		<ul style="list-style-type: none"> • 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"> - Discussion Rules Activity
Identify and express physical sensations, mental states, and emotions of self and others.		<ul style="list-style-type: none"> • 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"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning • Books: Marty’s Mixed Up Mom; Up in the Air • Sum Up, Remember Order • First, Next, and Last • Top, Beside, and Bottom • Over, Under, and Through 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Classroom Discussion <i>continued</i>		
Understand and use narrative language to describe people, places, things, locations, events, actions.	<ul style="list-style-type: none"> Song: Adjectives Describe Adjectives 	<ul style="list-style-type: none"> Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> The Three Little Pigs
Understand and use common sayings and phrases such as “Don’t judge a book by its cover” and “Better late than never”	<ul style="list-style-type: none"> Read-Along Books Read/Record Books Informational Books Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> Using words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	While interacting with Waterford, children are constantly listening to input and responding with choices, often following multi-step directions.	
Give simple directions.		<ul style="list-style-type: none"> 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"> The Writing Process (including Proofreading Chart)
Provide simple explanations.	<ul style="list-style-type: none"> Build Knowledge 	<ul style="list-style-type: none"> Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text.
Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.	<ul style="list-style-type: none"> Books: Poetry Book 1; Poetry Book 2; Bad News Shoes; Lumpy Mush; Jump Rope Rhymes; The Swing 	
Give oral presentations about personal experiences, topics of interest, stories, and summaries of factual information that have been presented orally, visually or through multimedia, using appropriate eye contact, volume and clear enunciation.		<ul style="list-style-type: none"> Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> Visual Aids and Recording Activity

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Comprehension and Discussion of Read-Alouds—All Texts		
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Read/Record Books • Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 30 online books with Comprehension Discussion activities
Distinguish the following genres of literature: fiction, nonfiction and drama.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Read/Record Books • Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> • Types of Text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> - Lost Socks - Lumpy Mush - Three Little Kittens - The Alligator in the Library - Garden Visitors
<i>Grasping Specific Details and Key Ideas</i>		
Describe illustrations.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden
Sequence four to six pictures illustrating events in a read aloud.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? 	
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Read-Along Books • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • 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"> - 52 online books to practice strategies for understanding
Retell key details.	<ul style="list-style-type: none"> • Recall Details • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
Summarize in one's own words selected parts of a read-aloud.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • 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"> - Tell a Story Activity

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Grasping Specific Details and Key Ideas continued</i>		
Ask questions to clarify information in a read-aloud.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> - Ball Toss Activity
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.	<ul style="list-style-type: none"> • Describe Characters • Recall Details • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> - What if You Were an Octopus? - Why Wind and Water Fight
<i>Observing Craft and Structure</i>		
Understand and use words and phrases heard in read-alouds.	<ul style="list-style-type: none"> • Vocabulary: Introduction: Present; Definitions; Matching • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes
Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.	<ul style="list-style-type: none"> • Books: Lumpy Mush and I Hate Peas; Garden Visitors and Creepy Crawlers; Seeing Fingers and Louis Braille 	<ul style="list-style-type: none"> • 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"> - Story Variations Activity
Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.	<ul style="list-style-type: none"> • Connect to Me • Read-Along Books • Informational Books • Read/Record Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs

CORE KNOWLEDGE SEQUENCE, CONTENT AND SKILL GUIDELINES 2010

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Integrating Information and Evaluating Evidence</i>		
Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs
Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.	<ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book 	<ul style="list-style-type: none"> • Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden
Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.	<ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/ Check My Guess) • Peek at the Story • Check My Guess • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	
Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.	<ul style="list-style-type: none"> • Reading Detective (Peek at the Story/Check My Guess) • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a text. <ul style="list-style-type: none"> - 52 online books to practice strategies for understanding
Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Read/Record Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Ball Toss Activity
Identify who is telling a story or providing information in a text.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry		
Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Read/Record Books • Traditional Tales (See titles at end of document.) • Describe Characters • Sum Up, Remember Order • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
Compare and contrast characters from different stories.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters: Why Wind and Water Fight • Map the Story • Sum Up, Five Ws • Read-Along Books • Informational Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> - What if You Were an Octopus? - Why Wind and Water Fight
Describe characters in increasing depth by referring to dialogue and/or their actions in the story.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Map the Story • Sum Up, Five Ws • Read-Along Books • Informational Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Story Structure Activity
Change some story events and provide a different story ending.	<ul style="list-style-type: none"> • Step Into the Story 	
Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.		<ul style="list-style-type: none"> • 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"> - 15 story examples with suggestions for student writing
Distinguish fantasy from realistic text in a story.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry <i>continued</i>		
Identify the moral or lesson of a fable, folktale, or myth.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> • 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"> - 27 online books to demonstrate understanding characters, setting, and plot
Identify repetitions in phrases, refrains, or sounds in poems or songs.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin' to the Music Time - Winter Snoozers
Identify sensory language and how it is used to describe people, objects, places and events.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry <i>continued</i>		
Describe the use of rhyme, rhythm and sensory images used in poetry	<ul style="list-style-type: none"> • Poetry Book 1 • Poetry Book 2 • Bad News Shoes • Movin’ to the Music Time • Winter Snoozers 	<ul style="list-style-type: none"> • Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin’ to the Music Time - Winter Snoozers
E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text		
Generate questions and seek information from multiple sources to answer questions.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Ball Toss Activity
Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes
With assistance, categorize and organize facts and information within a given topic.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - How to Grow a Garden
With assistance, create and interpret timelines and lifelines related to read-alouds.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Mathematician Like Thales; I Want to Be a Scientist Like Isaac Newton; I Want to Be a Scientist Like Stephen Hawking 	
Interpret information presented in diagrams, charts, graphs, etc.	<ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book 	<ul style="list-style-type: none"> • Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text <i>continued</i>		
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Mathematician Like Thales; I Want to Be a Scientist Like Isaac Newton; I Want to Be a Scientist Like Stephen Hawking 	
II. READING		
A. Phonics: Decoding and Encoding		
Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	<ul style="list-style-type: none"> Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where Is a Whale? Word Mastery Sound Room Pattern Hunt Spell and Blend Name That Sound Word Pattern Spelling Letter Sound Screening Word Blending Say and Trace 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> 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 Readable Check Sheets
Blend individual phonemes to pronounce printed words.	<ul style="list-style-type: none"> Song: Consonants Together Blend Onset/Rime Blending Blending Riddles Blending Dragon Blend Every Sound Blend Individual Phonemes Find the Picture Word Blending Stick 'n' Spell 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Phonics: Decoding and Encoding <i>continued</i>		
Understand that sometimes two or more printed letters stand for a single sound.	<ul style="list-style-type: none"> • Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where Is a Whale? • Word Mastery • Pattern Hunt • Spell and Blend • Word Pattern Spelling • Word Blending 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below. (See Sounds and Spellings Taught in Second Grade)	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books • Traditional Tales (See titles at end of document.) • Word Recognition • Word Work • Readable Word Play • Guess the Word • Mystery Word Pinball • Power Words 	<ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - 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
Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.	<ul style="list-style-type: none"> • 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 • Suffixes • Comparatives 	<ul style="list-style-type: none"> • Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> - Pattern Word Building: Double the Letter - Language Concept: Plural Nouns
Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Contraction Action • Contractions 	<ul style="list-style-type: none"> • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. • Contractions <ul style="list-style-type: none"> - Possessive Nouns
Sort and classify words according to the spelling used to represent a specific phoneme.	<ul style="list-style-type: none"> • Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where Is a Whale? • Pattern Hunt • Word Pattern Spelling 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Phonics: Decoding and Encoding <i>continued</i>		
Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.	<ul style="list-style-type: none"> • Songs: C and G; The Three Sounds of -ED • Power Words • Word Mastery 	
Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.	<ul style="list-style-type: none"> • Circus Clown Climbers • Change One Sound • Barnyard Bash • One, Two, Three Sounds • Word Pattern Spelling • Pattern Hunt • Phoneme Eliminator • Letter Sound Eliminator • Phoneme Deletion 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards - Unit Worksheets
Read at least 100 words generally identified as high frequency words.	<ul style="list-style-type: none"> • Power Words • Read-Along Books • Readable Books • Informational Books • Traditional Tales (See titles at end of document.) 	
B. Oral Reading and Fluency		
Read decodable stories that incorporate the specific code knowledge that has been taught.	<ul style="list-style-type: none"> • Readable Books (See titles at end of document.) 	
Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Oral Reading and Fluency <i>continued</i>		
Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues • Mystery Words • Use a Clue • Watch Me Read • Blend Every Sound • Letter Sound • Word Blending 	<ul style="list-style-type: none"> • Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Use-a-clue
Demonstrate understanding of and use commas and end punctuation while reading orally.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks; Comma, Comma, Comma • Edit End Punctuation 	<ul style="list-style-type: none"> • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What’s My Sentence? - Sentence Strips - Punctuation - Sentences
Read aloud, alone, or with a partner at least 20 minutes each day.	<ul style="list-style-type: none"> • Read with Me Books • Decodable Books • Traditional Tales • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	
C. Reading Comprehension—All Texts		
Demonstrate understanding of text—the majority of which is decodable—after independent reading.	<ul style="list-style-type: none"> • Read with Me Books • Decodable Books • Traditional Tales • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 30 online books with Comprehension Discussion activities

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Grasping Specific Details and Key Ideas</i>		
Sequence four to six pictures illustrating events from a text that has been read independently.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? 	
Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.	<ul style="list-style-type: none"> • Read-Along Books • Read/Record Books • Informational Books • Traditional Tales (See titles at end of document.) • Describe Characters • Find an Answer • Sum Up, Five W's • Compare Characters • Map the Story 	<ul style="list-style-type: none"> • 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"> - 52 online books to practice strategies for understanding
Retell key details from a text that has been read independently.	<ul style="list-style-type: none"> • Read-Along Books • Read/Record Books • Informational Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
Summarize in one's own words selected parts of a text.	<ul style="list-style-type: none"> • Read-Along Books • Read/Record Books • Informational Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
Ask questions to clarify information about a text that has been read independently.	<ul style="list-style-type: none"> • Ask a Question • Sum Up, Five Ws • Read-Along Books • Read/Record Books • Informational Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - My Super Sticky Sandwich - Ooey, Goopy Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Grasping Specific Details and Key Ideas continued</i>		
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives • Read-Along Books • Read/Record Books • Informational Books • Traditional Tales (See titles at end of document.) • Describe Characters • Compare Characters 	<ul style="list-style-type: none"> • Adjectives vs. Adverbs.pdf: Use adjectives and adverbs and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs, and Adjectives - Adjectives - Adverbs
<i>Observing Craft and Structure</i>		
Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.		<ul style="list-style-type: none"> • 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"> - How to Grow a Garden
Understand and use words and phrases from a text that has been read independently.	<ul style="list-style-type: none"> • Read-Along Books • Read/Record Books • Informational Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Using words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Compare and contrast similarities and differences within a single text or between multiple texts read independently.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - How to Grow a Garden - Growing Flowers
Make personal connections to events or experiences in a text that has been read. independently and/or make connections among several texts that have been read independently.	<ul style="list-style-type: none"> • Connect to Me • Read-Along Books • Informational Books • Read/Record Books (See titles at end of document.) 	

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CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Integrating Information and Evaluating Evidence</i>		
Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	
Use pictures accompanying the written text to check and support understanding.	<ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book 	<ul style="list-style-type: none"> • Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden
Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.	<ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/Check My Guess) • Peek at the Story • Check My Guess • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	
Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.	<ul style="list-style-type: none"> • Reading Detective (Peek at the Story/Check My Guess) • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a text. <ul style="list-style-type: none"> - 52 online books to practice strategies for understanding
Interpret information that is read independently and then ask questions to clarify this information.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books • Traditional Tales (See titles at end of document.) • Ask a Question • Find an Answer 	<ul style="list-style-type: none"> • Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> - Ball Toss Activity
Identify who is telling a story or providing information in a text.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Integrating Information and Evaluating Evidence continued</i>		
Identify temporal words that link and sequence events, i.e., first, next, then, etc.	<ul style="list-style-type: none"> • Book: Marty’s Mixed Up Mom • Sum Up, Remember Order 	
Identify words that link ideas, i.e., for example, also, in addition.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> - How to Grow a Garden
D. Reading Comprehension—Fiction, Drama, and Poetry		
Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.	<ul style="list-style-type: none"> • Read-Along Books • Readable Books • Traditional Tales (See titles at end of document.) • Sum Up, Remember Order • Describe Characters 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
Compare and contrast characters from different stories.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters 	<ul style="list-style-type: none"> • Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse
Describe characters in increasing depth by referring to dialogue and/or their actions in the story.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books • Traditional Tales (See titles at end of document.) • Describe Characters 	<ul style="list-style-type: none"> • Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw
Change some story events and provide a different story ending.	<ul style="list-style-type: none"> • Step into the Story 	
Distinguish fantasy from realistic text in a story.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality 	
Identify the moral or lesson of a fable, folktale, or myth.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Reading Comprehension—Fiction, Drama, and Poetry <i>continued</i>		
<p>Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.</p>	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - 27 online books to demonstrate understanding characters, setting, and plot
<p>Identify sensory language and how it is used to describe people, objects, places, and events.</p>	<ul style="list-style-type: none"> • Describe Characters 	<ul style="list-style-type: none"> • 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"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling
<p>Identify repetitions in phrases, refrains, or sounds in poems or songs.</p>	<ul style="list-style-type: none"> • Books: Poetry Book 1; Poetry Book 2; Bad News Shoes; Movin' to the Music Time; Winter Snoozers 	<ul style="list-style-type: none"> • Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin' to the Music Time - Winter Snoozers
<p>Describe the use of rhyme, rhythm and sensory images used in poetry</p>	<ul style="list-style-type: none"> • Books: Poetry Book 1; Poetry Book 2; Bad News Shoes; Movin' to the Music Time; Winter Snoozers 	<ul style="list-style-type: none"> • Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin' to the Music Time - Winter Snoozers

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E. Reading Comprehension—Nonfiction and Informational Text		
Generate questions and seek information from multiple sources to answer questions.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee’s Secret
Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.	<ul style="list-style-type: none"> • Compare Characters • Map the Story • Sum Up, Remember Order • Reading Detective (Peek at the Story/Check My Guess) • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes
Interpret information presented in diagrams, charts, graphs, etc.	<ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book 	<ul style="list-style-type: none"> • Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden
With assistance, categorize and organize facts and information for a given topic.	<ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book 	<ul style="list-style-type: none"> • 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"> - Venn Diagram Activity: Penguins and Falcons
With assistance, create and interpret timelines and lifelines related to text read independently.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Mathematician Like Thales; I Want to Be a Scientist Like Isaac Newton; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Sophie Germain 	<ul style="list-style-type: none"> • Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs
Distinguish text that describes events that happened long ago from text that describes contemporary or current events.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Mathematician Like Thales; I Want to Be a Scientist Like Isaac Newton; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Sophie Germain 	<ul style="list-style-type: none"> • Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs

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III. WRITING		
<i>Writing to Reflect Audience, Purpose and Task</i>		
Add details to writing.	<ul style="list-style-type: none"> • Writing Introduction • Revise: Add Details 	
Begin to use tools, including technology, to plan, draft, and edit writing.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	
<i>Conducting Research</i>		
Gather information from experiences or provided text sources.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret
A. Narrative Writing		
Write a familiar story that includes setting(s), character(s), dialogue, and if appropriate, several events, using temporal words and phrases to indicate the chronology of events.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • 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"> - 15 story examples with suggestions for student writing
Write a personal narrative.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • 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"> - 15 story examples with suggestions for student writing

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A. Narrative Writing <i>continued</i>		
Create a title and an ending that are relevant to the narrative.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping 	<ul style="list-style-type: none"> • 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"> - Bad News Shoes - The Piñata Book - Winter Snoozers
B. Informative/Explanatory Writing		
Write about a topic, including a beginning and ending sentence, facts and examples. relevant to the topic, and specific steps (if writing explanatory text).	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • 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"> - Noise? What Noise? - The Pizza Books - Little Tree
Group similar information into paragraphs.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	
Use linking words such as also, another, and, etc. to connect ideas within a paragraph.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • 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"> - Bad News Shoes - The Piñata Book - Winter Snoozers

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C. Persuasive Writing (Opinion)		
Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • 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"> - Bad News Shoes - The Piñata Book - Winter Snoozers
Use words to link opinions with reasons or supporting details, such as because, also, another.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • 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"> - Bad News Shoes - The Piñata Book - Winter Snoozers
Create a title that is relevant to the topic or subject of the text.	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft 	
If writing about a specific book or read-aloud, refer to the content of the text.		<ul style="list-style-type: none"> • 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"> - Bad News Shoes - The Piñata Book - Winter Snoozers
IV. LANGUAGE CONVENTIONS		
Form sentences and paragraphs to communicate thoughts and ideas.	<ul style="list-style-type: none"> • Song: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
IV. LANGUAGE CONVENTIONS <i>continued</i>		
Apply basic spelling conventions.	<ul style="list-style-type: none"> • Song: Strange Spelling • Spelling Instruction • Spell and Blend • Spelling Exploration • All Star Spelling • Spelling Scramble • Make and Spell • Edit Spelling • Edit Tricky Spelling 	<ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - 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
Use basic capitalization and punctuation in sentences to convey meaning.	<ul style="list-style-type: none"> • Songs: Capital Letters (Proper Nouns)(Days); What Is a Sentence?; Sentence Marks • Edit Capitals • Edit Calendar Capitals • Sentences • Sentence Marks • Edit End Punctuation 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences
A. Spelling		
Write phonemically plausible spellings for words using current code knowledge, e.g., write doller for dollar, wate for wait or weight.	<ul style="list-style-type: none"> • Letter Sound • Spelling Scramble • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Word Pattern Spelling 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - 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

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Spelling <i>continued</i>		
Write words, phrases, and sentences from dictation, applying phonics knowledge.		<ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - 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
Alphabetize words to the second letter.	<ul style="list-style-type: none"> • Songs: ABC Order (1st Letter); ABC Order (2nd Letter) • Alphabetic Order (1st Letter) • Alphabetic Order (2nd Letter) 	
Use a children’s dictionary, with assistance, to check spelling and verify the meaning of words.		<ul style="list-style-type: none"> • Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary
Identify and use synonyms, antonyms, homophones, and compound words.	<ul style="list-style-type: none"> • Songs: Synonym Tree; Antonym Ant; Homophone Monkey; To, Too, Two; There, They’re, Their; Compound Words • Synonyms • Antonyms • Homophones • Compound Words 	
B. Parts of Speech and Sentence Structure		
Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> - Reflexive Pronouns
Recognize, identify and use correct noun-pronoun agreement orally, in written text and in own writing.	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> - Reflexive Pronouns
Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Song: Nouns • Nouns 	<ul style="list-style-type: none"> • Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: “Nouns” - Nouns

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Parts of Speech and Sentence Structure <i>continued</i>		
Recognize, identify, and use the articles a and an appropriately orally, in written text and in own writing.	<ul style="list-style-type: none"> • Power Words: a; an 	<ul style="list-style-type: none"> • Determiners.pdf: Use determiners. <ul style="list-style-type: none"> - Determiners
Recognize, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.	<ul style="list-style-type: none"> • Song: Strange Spelling • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns 	<ul style="list-style-type: none"> • Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose are Not Meese - Plural Nouns
Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Songs: Verbs; It Happened Yesterday; Irregular Verbs • Verbs • Past Tense Verbs • Irregular Verbs 	<ul style="list-style-type: none"> • Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> - Writing About the Past Activity - Irregular Verbs
Recognize, identify, and use adjectives orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives • Revise: Add Details; Use Interesting Words 	<ul style="list-style-type: none"> • 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"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives - Adverbs
Recognize, identify, and use adverbs orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Song: Adverbs • Adverbs • Revise: Add Details; Use Interesting Words 	<ul style="list-style-type: none"> • 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"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives - Adverbs
Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Sentences 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Parts of Speech and Sentence Structure <i>continued</i>		
Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song
Recognize, identify, and use complete simple and compound sentences.	<ul style="list-style-type: none"> • Sentences 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.	<ul style="list-style-type: none"> • Songs: Capital Letters (Proper Nouns), (Days), (Places), (Titles) • Edit Capitals • Edit Calendar Capitals • Sentences 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> - Capitalization • Capitalization.pdf: Capitalize holidays, product names, and geographic names.
Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.	<ul style="list-style-type: none"> • Book: Today I Write a Letter • Edit Capitals 	
Identify and use end punctuation, including periods, question marks, and exclamation points.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences
Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks • Book: Today I Write a Letter • Edit Commas • Sentence Marks 	<ul style="list-style-type: none"> • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas
Write a simple friendly letter.	<ul style="list-style-type: none"> • Book: Today I Write a Letter • Edit Capitals 	<ul style="list-style-type: none"> • Letter to the Author.pdf: Write a letter to the author explaining what you liked and disliked about this text.

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Capitalization and Punctuation <i>continued</i>		
Use apostrophes to create contractions and indicate possession, i.e., cat's meow.	<ul style="list-style-type: none"> Songs: Apostrophe Pig... 	<ul style="list-style-type: none"> Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> Contractions Possessive Nouns
Use quotation marks appropriately to designate direct speech.	<ul style="list-style-type: none"> Song: Quotation Marks Expression: Quotations Read-Along Books Fluency, Speed, and Comprehension Books Informational Books Readable Books (See titles at end of document.)	<ul style="list-style-type: none"> 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"> Story Structure Activity
V. POETRY (The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words.)		
Bed in Summer (Robert Louis Stevenson) Bee! I'm expecting you (Emily Dickinson) Buffalo Dusk (Carl Sandburg) Caterpillars (Aileen Fisher) Discovery (Harry Behn) Harriet Tubman (Eloise Greenfield) Hurt No Living Thing (Christina Rossetti) Lincoln (Nancy Byrd Turner) The Night Before Christmas (Clement Clarke Moore) Rudolph Is Tired of the City (Gwendolyn Brooks) Seashell (Federico Garcia Lorca) Smart (Shel Silverstein) Something Told the Wild Geese (Rachel Field) There Was an Old Man with a Beard (Edward Lear) Who Has Seen the Wind? (Christina Rossetti) Windy Nights (Robert Louis Stevenson)	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Books: The Swing; Lumpy Mush; Bad News Shoes; Movin' to the Music Time Poetry Book 1: Annie Can Whistle; Dinnertime; Little White Pony; Caballito Blanco; I See Green; Clowns in the Car; Sparkles Poetry Book 2: Grandma's Coming; Boa Constrictor; Diving With Dolphins; I Love My Bicycle; Apatosaurus Partner; The Jungle Band 	

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VI. FICTION		
A. Stories		
<p>Beauty and the Beast The Blind Men and the Elephant (a fable from India) A Christmas Carol (Charles Dickens) Charlotte’s Web (E. B. White) The Emperor’s New Clothes (Hans Christian Andersen) The Fisherman and His Wife (Brothers Grimm) How the Camel Got His Hump (a “Just-So” story by Rudyard Kipling) Iktomi stories (legends of the Plains Indian trickster figure, such as Iktomi Lost His Eyes; Iktomi and the Berries; Iktomi and the Boulder) The Magic Paintbrush (a Chinese folktale) El Pajaro Cu (a Hispanic folktale) selections from Peter Pan (James M. Barrie) Talk (a West African folktale) The Tiger, the Brahman, and the Jackal (a folktale from India) The Tongue-Cut Sparrow (a folktale from Japan)</p>	<ul style="list-style-type: none"> 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 	
B. Mythology of Ancient Greece		
<p>Gods of Ancient Greece (and Rome) Zeus (Jupiter) Hera (Juno) Apollo (Apollo) Artemis (Diana) Poseidon (Neptune) Aphrodite (Venus) Demeter (Ceres) Ares (Mars) Hermes (Mercury) Athena (Minerva) Hephaestus (Vulcan) Dionysus (Bacchus) Eros (Cupid) Hades (Pluto)</p>		
<p>Mount Olympus: home of the gods</p>		

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Mythology of Ancient Greece <i>continued</i>		
Mythological creatures and characters: <ul style="list-style-type: none"> • Atlas (holding the world on his shoulders) • centaurs • Cerberus • Pegasus • Pan 		
<ul style="list-style-type: none"> • Greek Myths; Prometheus (how he brought fire from the gods to men) • Pandora’s Box • Oedipus and the Sphinx • Theseus and the Minotaur • Daedelus and Icarus • Arachne the Weaver • Swift-footed Atalanta • Demeter and Persephone • Hercules (Heracles) and the Labors of Hercules 		
C. American Folk Heroes and Tall Tales		
<ul style="list-style-type: none"> • Paul Bunyan • Johnny Appleseed • John Henry • Pecos Bill • Casey Jones 		
D. Literary Terms		
Themes: <ul style="list-style-type: none"> • myth • tall tale • limerick 	<ul style="list-style-type: none"> • Books: Why Wind and Water Fight; The Snow Lion; How Rivers Began; The Story of Tong and Mai Nhia 	<ul style="list-style-type: none"> • 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"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia

CKLA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VII. SAYINGS AND PHRASES		
<ul style="list-style-type: none"> • Back to the drawing board • Better late than never • Cold feet • Don't cry over spilled milk. • Don't judge a book by its cover. • Easier said than done • Eaten out of house and home • Get a taste of your own medicine • Get up on the wrong side of the bed • In hot water • Keep your fingers crossed. • Practice what you preach. • The real McCoy • Two heads are better than one. • Turn over a new leaf • Where there's a will there's a way. • You can't teach an old dog new tricks. 	<p>Sayings and phrases such as these may be found in Waterford's rich library of online books.</p> <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books • Traditional Tales • Read-Along Books <p>(See titles at end of document.)</p>	

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

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?



SUPPORT

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

CONTINUAL DEVELOPMENT

As a nonprofit research institute, 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.

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at waterford.mentor.org can be found in Spanish or with Spanish support.

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

Many of these songs are available on the [Waterford.org YouTube channel](https://www.youtube.com/channel/UC...).

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

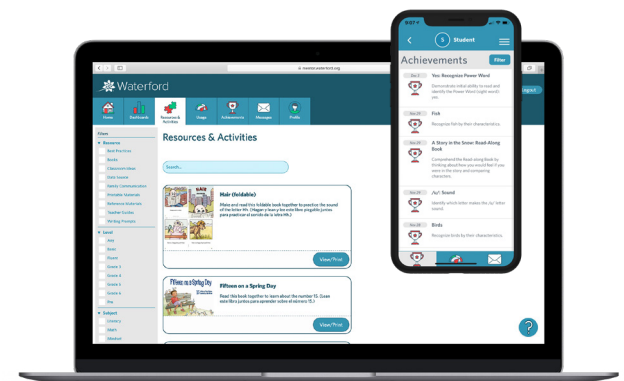
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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

WATERFORD MENTOR

Waterford Mentor is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.



Waterford Mentor is available online and in the Mentor app (for iOS and Android).