

# CURRICULUM *Correlation*

*Waterford  
Reading Academy*

**99.9%**

*South Carolina  
College and  
Career-Ready  
Standards  
for English  
Language Arts  
2015*

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

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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>INQUIRY-BASED LITERACY STANDARDS (I)</b>		
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.		
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Pretend Play</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul>	
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.		
2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Peek at the Story</li> <li>• Step Into the Story</li> </ul>	
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.		
3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Pretend Play</li> <li>• Science Investigation</li> <li>• Print Directionality Introduction</li> </ul>	
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                         <ul style="list-style-type: none"> <li>- Think and Write Activity</li> <li>- I Go...</li> <li>- At Camp</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>

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<b>Standard 4: Synthesize information to share learning and/or take action.</b>		
4.1 With guidance and support, discover relationships and patterns during the inquiry process.	<ul style="list-style-type: none"> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Logic Game</li> </ul>	
4.2 With guidance and support, use tools to communicate findings.	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.	
4.3 With guidance and support, reflect on findings.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                             <ul style="list-style-type: none"> <li>- Andy’s Adventures</li> <li>- At Camp</li> <li>- I Go...</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
<b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</b>		
5.1 With guidance and support, recognize the value of individual and collective thinking.		<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                             <ul style="list-style-type: none"> <li>- Think and Write Activity</li> <li>- I Go...</li> <li>- At Camp</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
5.2 With guidance and support monitor and assess learning to guide inquiry.	Waterford supports curious, self-guided learners with immediate feedback and ongoing support, giving children a sense of their own progress.	

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<b>READING—LITERACY TEXT (RL)</b>		
Principles of Reading (P)		
<i>Standard 1: Demonstrate understanding of the organization and basic features of print.</i>		
1.1 Follow words from left to right, top to bottom, and front to back.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Directionality</li> <li>• Print Concepts</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page.                             <ul style="list-style-type: none"> <li>- Print Directionality</li> </ul> </li> </ul>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> <li>• Picture Story</li> <li>• Look, Listen and Match</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>- Map Text to Speech 1</li> <li>- Map Text to Speech 2</li> </ul> </li> </ul>
1.3 Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding spaces in print.pdf: Understand that words are separated by spaces in print.                             <ul style="list-style-type: none"> <li>- Print Concepts</li> </ul> </li> </ul>
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Pick the Letter (Letter Checker)</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Coloring Game (Make a Scene)</li> <li>• Find the Letter</li> <li>• Name Game (What's Your Name?)</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet.                             <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>

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<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1 Recognize and produce rhyming words.	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- "Down by the Bay"</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul>
2.2 Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> <li>• Blending</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> <li>• Blend Onset/Rime Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddle</li> <li>• Blending</li> <li>• Phoneme Segmentation</li> <li>• Find the Picture</li> <li>• Blend Every Sound</li> <li>• Blending Dragon</li> <li>• Blend Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).                             <ul style="list-style-type: none"> <li>- Segmenting</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> </ul>	

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<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Produce one-to-one letter-sound correspondences for each consonant.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Choose a Sound</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name that Letter Sound</li> <li>• Letter Sound Screening</li> </ul>	
3.2 Associate long and short sounds of the five major vowels with their common spellings.	<ul style="list-style-type: none"> <li>• Songs: Apples and Bananas; Old MacDonald’s Vowel Song</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Choose a Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Letter Sound Screening</li> </ul>	<ul style="list-style-type: none"> <li>• Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.                             <ul style="list-style-type: none"> <li>- Phonics and Word Recognition</li> <li>- Long and Short Vowel Cards</li> </ul> </li> </ul>
3.3 Read regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
3.4 Distinguish between similarly spelled consonant-vowel-consonant- patterned words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> <li>• Blend Decodable Words</li> <li>• One, Two, Three Sounds</li> <li>• Choose a Sound</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>	
3.5 Read common high-frequency words.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
3.6 Recognize grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	

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<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read emergent-reader texts with purpose and understanding.	Waterford activities provide many opportunities for students to select topics of interest and stories they enjoy and to practice appropriate reading behaviors. <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	Waterford online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples while exposing them to adult, child, or character voices. <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	<ul style="list-style-type: none"> <li>• Song: Look For a Clue</li> <li>• Picture Clues</li> <li>• Words Tell About Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear.                             <ul style="list-style-type: none"> <li>- 31 stories with various strategies such as Peek at the Story and Use Clues to Guess</li> </ul> </li> </ul>
<b>Meaning and Context (MC)</b>		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up—Five W’s</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: With prompting and support, ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- 49 stories with discussion questions to build comprehension</li> </ul> </li> </ul>

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<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations continued.</i>		
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Picture Clues</li> <li>• Words Tell About Pictures</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear.                             <ul style="list-style-type: none"> <li>- 31 stories with various strategies such as Peek at the Story and Use Clues to Guess</li> </ul> </li> </ul>
<i>Standard 6: Summarize key details and ideas to support analysis of thematic development.</i>		
6.1 Describe the relationship between illustrations and the text.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About Pictures</li> <li>• Picture Story</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear.                             <ul style="list-style-type: none"> <li>- 31 stories with various strategies such as Peek at the Story and Use Clues to Guess</li> </ul> </li> </ul>
<i>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	<ul style="list-style-type: none"> <li>• Sum Up—Remember Order</li> <li>• What Comes Next?</li> <li>• First, Next, and Last</li> <li>• Look at Details</li> <li>• Picture Clues</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: With prompting and support, retell familiar stories, including key details.                             <ul style="list-style-type: none"> <li>- 11 stories with discussion ideas to build comprehension</li> </ul> </li> </ul>
7.2 Read or listen closely to compare familiar texts.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.                             <ul style="list-style-type: none"> <li>- My Super Sticky Sandwich and Lumpy Mush</li> <li>- Lost Socks and Play Ball</li> <li>- At Camp and Family Vacation</li> </ul> </li> </ul>

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<i>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</i>		
<p>8.1 With guidance and support, read or listen closely to:</p> <ul style="list-style-type: none"> <li>a. describe characters and their actions;</li> <li>b. compare characters' experiences to those of the reader;</li> <li>c. describe setting;</li> <li>d. identify the problem and solution; and</li> <li>e. identify the cause of an event.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Connect to Me</li> <li>• Sum Up—Five W's</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story.                             <ul style="list-style-type: none"> <li>- 21 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
<b>Language, Craft, and Structure (LCS)</b>		
<i>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
<p>9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.</p>	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Choose a Sound</li> <li>• Rhyme</li> </ul>	
<p>9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.                             <ul style="list-style-type: none"> <li>- Lizard and the Painted Rock</li> <li>- The Big Mitten</li> <li>- The City and the Country Mouse</li> <li>- La Tortuga</li> <li>- The Shoemaker and the Elves</li> <li>- The Brothers</li> <li>- The Ugly Duckling</li> </ul> </li> </ul>
<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
<p>10.1 With guidance and support, ask and answer questions about known and unknown words.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p>	

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<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary continued.</i>		
10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.		<ul style="list-style-type: none"> <li>Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately.                             <ul style="list-style-type: none"> <li>One Word, Two Meanings</li> </ul> </li> </ul>
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	<ul style="list-style-type: none"> <li>Songs: Put It at the Front, Put It at the End</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.                             <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
10.4 With guidance and support, identify the individual words used to form a compound word.	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Take Away Syllables</li> </ul>	
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>Songs: Verbs; Synonym Tree</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.                             <ul style="list-style-type: none"> <li>Shades-of-Meaning Charades</li> </ul> </li> </ul>
10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	<p>Activities provide opportunities for students to use words and phrases acquired through conversations, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> </ul> <p>(See titles at end of document.)</p>	
<i>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.</i>		
11.1 Identify the author and illustrator and define the role of each.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <li>Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.                             <ul style="list-style-type: none"> <li>Andy's Adventures</li> <li>Rex Is In a Fix</li> <li>Little Monkey</li> </ul> </li> </ul>

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<i>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style continued.</i>		
11.2 Identify who is telling the story, the narrator or characters.		<ul style="list-style-type: none"> <li>• Who is telling the story.pdf: Identify who is telling the story at various points in a text.                             <ul style="list-style-type: none"> <li>- Who Is the Speaker?</li> <li>- The Brothers</li> <li>- The City Mouse and the Country Mouse</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
<i>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</i>		
12.1 Recognize and sort types of literary texts.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems).                             <ul style="list-style-type: none"> <li>- Lost Socks</li> <li>- Lumpy Mush</li> <li>- Three Little Kittens</li> <li>- The Alligator in the Library</li> <li>- Garden Visitors</li> </ul> </li> </ul>
12.2 Recognize the crafted text structure of recurring phrases.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read With Me Books (See titles at end of document.)</li> </ul>	
<b>Range and Complexity (RC)</b>		
<i>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
13.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Group reading activities.pdf: All activities, provide opportunities for engagement in group reading.                             <ul style="list-style-type: none"> <li>- Key details</li> <li>- Story retelling</li> <li>- Identify story elements</li> <li>- Types of text</li> <li>- Author and illustrator</li> <li>- Relationship between picture and story</li> <li>- Compare and contrast</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time continued.</i>		
13.2 Read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
13.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up—Remember Order</li> <li>• Compare Characters</li> <li>• Sum Up—Five W’s</li> <li>• Find an Answer</li> </ul>	
<b>READING—INFORMATIONAL TEXT (RI)</b>		
<b>PRINCIPLES OF READING (P)</b>		
<i>Standard 1: Demonstrate understanding of the organization and basic features of print.</i>		
1.1 Follow words from left to right, top to bottom, and front to back.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Directionality</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page.                             <ul style="list-style-type: none"> <li>- Print Directionality</li> </ul> </li> </ul>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> <li>• Picture Story</li> <li>• Look, Listen and Match</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>- Map Text to Speech 1</li> <li>- Map Text to Speech 2</li> </ul> </li> </ul>
1.3 Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding spaces in print.pdf: Understand that words are separated by spaces in print.                             <ul style="list-style-type: none"> <li>- Print Concepts</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 1: Demonstrate understanding of the organization and basic features of print continued.</i>		
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Pick the Letter (Letter Checker)</li> <li>• Alphabet Review</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Coloring Game (Make a Scene)</li> <li>• Find the Letter</li> <li>• Name Game (What's Your Name?)</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet.                             <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1 Recognize and produce rhyming words.	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- "Down by the Bay"</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul>
2.2 Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> <li>• Blend</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> <li>• Blend Onset/Rime Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds continued.</i>		
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddle</li> <li>• Blending</li> <li>• Phoneme Segmentation</li> <li>• Find the Picture</li> <li>• Blend Every Sound</li> <li>• Blending Dragon</li> <li>• Blend Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Stick 'n' Spell</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).                             <ul style="list-style-type: none"> <li>- Segmenting</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>
2.5 Add or substitute individual sounds in simple, single-syllable words to make new words.	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> </ul>	
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Produce one-to-one letter-sound correspondences for each consonant.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Choose a Sound</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name that Letter Sound</li> <li>• Letter Sound Screening</li> </ul>	
3.2 Associate long and short sounds of the five major vowels with their common spellings.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Choose a Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Letter Sound Screening</li> </ul>	<ul style="list-style-type: none"> <li>• Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.                             <ul style="list-style-type: none"> <li>- Phonics and Word Recognition</li> <li>- Long and Short Vowel Cards</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words continued.</i>		
3.3 Read regularly spelled single-syllable words.	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> <li>• Blend Decodable Words</li> <li>• One, Two, Three Sounds</li> <li>• Choose a Sound</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>	
3.5 Read common high-frequency words.	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>
3.6 Recognize grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read emergent-reader texts with purpose and understanding.	Waterford activities provide many opportunities for students to select topics of interest and stories they enjoy and to practice appropriate reading behaviors. <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	Waterford online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples while exposing them to adult, child, or character voices. <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> </ul>	
<b>Meaning and Context (MC)</b>		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up—Five W’s</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: With prompting and support, ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- Seeing Fingers</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About Pictures</li> <li>• Build Knowledge</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.                             <ul style="list-style-type: none"> <li>- Opposites</li> <li>- Watch the Woolly Worm</li> <li>- A Story in the Snow</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 6: Summarize key details and ideas to support analysis of central ideas.</i>		
6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Compare Characters</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text.                             <ul style="list-style-type: none"> <li>- Seeing Fingers</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
<i>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	<ul style="list-style-type: none"> <li>• Books: Creepy Crawlers and Garden Visitors; I Hate Peas and Ooey, Goopy Mud</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                             <ul style="list-style-type: none"> <li>- Think and Write Activity</li> <li>- I Go...</li> <li>- At Camp</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
<b>Language, Craft, and Structure (LCS)</b>		
<i>Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.                             <ul style="list-style-type: none"> <li>- Opposites</li> <li>- Watch the Woolly Worm</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Picture Clues</li> <li>• Words Tell About Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.                             <ul style="list-style-type: none"> <li>- Opposites</li> <li>- Watch the Woolly Worm</li> <li>- A Story in the Snow</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
9.1 With guidance and support, ask and answer questions about known and unknown words.	Waterford online books include bold-faced vocabulary words. When any word is selected the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.		<ul style="list-style-type: none"> <li>Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately.                             <ul style="list-style-type: none"> <li>One Word, Two Meanings</li> </ul> </li> </ul>
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	<ul style="list-style-type: none"> <li>Songs: Put It at the Front, Put It at the End</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.                             <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. <ul style="list-style-type: none"> <li>Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.                             <ul style="list-style-type: none"> <li>Shades-of-Meaning Charades</li> </ul> </li> </ul>
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	Activities provide opportunities for students to use words and phrases acquired through conversations, to read and be read to, and to respond to texts. <ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> </ul> (See titles at end of document.)	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</i>		
10.1 Identify the author and illustrator and define the role of each.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.                             <ul style="list-style-type: none"> <li>- Fawn Eyes</li> <li>- What Is a Cloud?</li> <li>- A Story In the Snow</li> </ul> </li> </ul>
<i>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</i>		
11.1 With guidance and support, explore informational text structures within texts heard or read.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.                             <ul style="list-style-type: none"> <li>- Fawn Eyes</li> <li>- What Is a Cloud?</li> <li>- A Story In the Snow</li> </ul> </li> <li>• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.                             <ul style="list-style-type: none"> <li>- Opposites</li> <li>- Watch the Woolly Worm</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
11.2 With guidance and support, identify the reasons an author gives to support a position.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Think With Me</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range and Complexity (RC)		
<i>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
12.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Group reading activities.pdf: All reading activities provide opportunities for engagement in group reading.                             <ul style="list-style-type: none"> <li>- Key details</li> <li>- Identify main topic</li> <li>- Connection between events</li> <li>- Parts of a book</li> <li>- Identifying the author and illustrator</li> <li>- Relating pictures and text</li> <li>- Supporting ideas with reason</li> <li>- Find the similarity between two texts</li> </ul> </li> </ul>
12.2 Read independently for sustained periods of time.	<p>Waterford activities provide many opportunities for students to select topics of interest and stories they enjoy and to practice appropriate reading behaviors.</p> <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
12.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.	<p>While interacting with Waterford, children are constantly listening and responding to instruction,with support provided throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p> <ul style="list-style-type: none"> <li>• Sum Up—Remember Order</li> <li>• Compare Characters</li> <li>• Sum Up—Five W's</li> <li>• Find an Answer</li> </ul>	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING (W)</b>		
Meaning, Context, and Craft (MCC)		
<i>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</i>		
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	Waterford encourages everyone to have writing, drawing and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).                             <ul style="list-style-type: none"> <li>- Write With Me</li> </ul> </li> </ul>
1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		<ul style="list-style-type: none"> <li>• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>- Family Vacation Creative Writing</li> </ul> </li> </ul>
<i>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>		
2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.		<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.                             <ul style="list-style-type: none"> <li>- Fawn Eyes</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		<ul style="list-style-type: none"> <li>• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>- Family Vacation Creative Writing</li> </ul> </li> </ul>
<i>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</i>		
3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                             <ul style="list-style-type: none"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences continued.</i>		
3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		<ul style="list-style-type: none"> <li>• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.                             <ul style="list-style-type: none"> <li>- Andy's Adventures</li> <li>- At Camp</li> <li>- I Go...</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
Language (L)		
<i>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</i>		
4.1 With guidance and support, use nouns.	<ul style="list-style-type: none"> <li>• Song: Nouns</li> </ul>	
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	<ul style="list-style-type: none"> <li>• Song: More Than One</li> </ul>	
4.3 With guidance and support, understand and use interrogatives.	<ul style="list-style-type: none"> <li>• Sum Up—Five W's</li> </ul>	
4.4 With guidance and support, use verbs.	<ul style="list-style-type: none"> <li>• Song: Verbs</li> </ul>	
4.5 With guidance and support, use adjectives.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> </ul>	
4.6 With guidance and support, use prepositional phrases.	<ul style="list-style-type: none"> <li>• Preposition Ship</li> </ul>	
4.7 With guidance and support, use conjunctions.		<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> </ul>
4.8 Produce and expand complete sentences.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities.                             <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>		
5.1 Capitalize the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I.                             <ul style="list-style-type: none"> <li>“I Like Kites” Punctuation</li> </ul> </li> </ul>
5.2 Recognize and name end punctuation.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation.pdf: Recognize and name end punctuation.                             <ul style="list-style-type: none"> <li>“I Like Kites” Punctuation</li> </ul> </li> </ul>
5.3 Write letter(s) for familiar consonant and vowel sounds.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).                             <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter</li> <li>Letter Picture Handwriting</li> </ul> </li> </ul>
5.4 Spell simple words phonetically.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                             <ul style="list-style-type: none"> <li>Spelling by Sound Activity</li> </ul> </li> </ul>
5.5 Consult print and multimedia resources to check and correct spellings.	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>RANGE AND COMPLEXITY (RC)</b>		
<i>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</i>		
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
6.2 Print upper- and lower-case letters.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letter Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters.                             <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> </ul>
6.3 Recognize that print moves from left to right and that there are spaces between words.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Directionality</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page.                             <ul style="list-style-type: none"> <li>- Print Directionality</li> </ul> </li> <li>• Understanding spaces in print.pdf: Understand that words are separated by spaces in print.                             <ul style="list-style-type: none"> <li>- Print Concepts</li> </ul> </li> </ul>
6.4 Locate letter keys on an electronic device.	Interactive activities in Waterford often require students to select the target letter or number on a keyboard or other electronic device.	
<b>COMMUNICATION (C)</b>		
<b>Meaning and Context (MC)</b>		
<i>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</i>		
1.1 Explore and create meaning through play, conversation, drama, and story-telling.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.		<ul style="list-style-type: none"> <li>• Speaking and listening.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.		<ul style="list-style-type: none"> <li>• Speaking and listening.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives continued.</i>		
1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
<i>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</i>		
2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.                             <ul style="list-style-type: none"> <li>- Andy’s Adventures</li> <li>- At Camp</li> <li>- I Go...</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.		<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                             <ul style="list-style-type: none"> <li>- Think and Write Activity</li> <li>- I Go...</li> <li>- At Camp</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
<i>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</i>		
3.1 Explore how ideas and topics are depicted in a variety of media and formats.	Waterford provides a wide variety of learning experiences, including songs, books, games, videos, digital manipulatives, etc. Often, activities provide opportunities for open exploration.	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information continued.</i>		
3.2 Use appropriate props, images, or illustrations to support verbal communication.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                             <ul style="list-style-type: none"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>
<b>Language, Craft, and Structure (LCS)</b>		
<i>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</i>		
4.1 Identify speaker's purpose.		<ul style="list-style-type: none"> <li>• Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Think With Me</li> </ul> </li> </ul>
4.2 Identify the introduction and conclusion of a presentation.	Teachers are offered access to all Waterford online books. Displayed on an interactive whiteboard, this rich library provides many examples and opportunities for classroom discussion.	
4.3 Identify when the speaker uses intonation and word stress.	Waterford online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.	
<i>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</i>		
5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	Waterford online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages continued.</i>		
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	Waterford online books offer numerous examples of a variety of literary devices. <ul style="list-style-type: none"> <li>• Books: Lumpy Mush; Bad News Shoes; The Swing; Shell Houses</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Choose a Sound</li> </ul>	
<b>BASIC READING: GRADE ONE</b>		
<b>INQUIRY–BASED LITERACY STANDARDS (I)</b>		
<i>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</i>		
1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.	<ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• Build Knowledge</li> <li>• Science Investigation</li> <li>• Find an Answer</li> </ul>	
<i>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</i>		
2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	
<i>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</i>		
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/ peers.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions).                             <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
3.2 Select the most important information, revise ideas, and record and communicate findings.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions).                             <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Standard 4: Synthesize information to share learning and/or take action.</b>		
4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Find an Answer</li> <li>Connect to Me</li> <li>Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions).                             <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
4.2 Determine appropriate tools to communicate findings.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> <li>Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                             <ul style="list-style-type: none"> <li>Visual Aids and Recording Activity</li> </ul> </li> </ul>
4.3 Reflect on findings and take action.	<ul style="list-style-type: none"> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                             <ul style="list-style-type: none"> <li>Ask and Answer Activity</li> </ul> </li> </ul>
<b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</b>		
5.1 Recognize the value of individual and collective thinking.		<ul style="list-style-type: none"> <li>Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions).                             <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
5.2 Monitor and assess learning to guide inquiry.	Waterford guides and supports children as they become independent, self-guided learners. Through immediate feedback, ongoing review and assessment, and guidance, children gain a sense of their own progress or need for improvement.	
5.3 Articulate the thinking process.	<ul style="list-style-type: none"> <li>Ask a Question</li> <li>Build Knowledge</li> <li>Science Investigation</li> <li>Find an Answer</li> <li>Use a Clue</li> </ul>	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING—LITERACY TEXT (RL)</b>		
Principles OF Reading (P)		
<i>Standard 1: Demonstrate understanding of the organization and basic features of print.</i>		
1.1 Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence features.pdf: Recognize the distinguishing features of a sentence.                             <ul style="list-style-type: none"> <li>- Sentence Strips</li> <li>- Language Concepts</li> </ul> </li> </ul>
1.2 - 1.4 Students are expected to build upon and continue applying previous learning.	Organization and basic features of print are covered extensively in Pre-Reading. Students build upon previous learning through repetition and practice as they continue to apply skills while interacting with Waterford. The program adjusts automatically to reinforce and continue student learning.	
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald’s Vowel Song; Apples and Bananas; Eensy, Weensy Mouse</li> </ul>	<ul style="list-style-type: none"> <li>• Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>- Phonics and Word Recognition ]</li> <li>- Long and Short Vowel Cards</li> </ul> </li> </ul>
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	<ul style="list-style-type: none"> <li>• Song: Consonants Together</li> <li>• Blend Phonemes</li> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blend Every Sound</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> <li>• Word Blending</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.                             <ul style="list-style-type: none"> <li>- Blending: Onset-Rime</li> <li>- Phoneme Blending</li> <li>- Sound Sense Bingo Cards</li> </ul> </li> </ul>
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Stick ‘n’ Spell</li> <li>• Letter Sound</li> <li>• Say and Trace</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>- Segmenting: First Phoneme</li> <li>- Segmenting: Last Phoneme</li> <li>- Phoneme Categorization</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds continued.</i>		
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<ul style="list-style-type: none"> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.                             <ul style="list-style-type: none"> <li>Counting Individual Phonemes</li> <li>Phoneme Segmentation</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>
2.5 Students are expected to build upon and continue applying previous learning.	Spoken words, syllables and sounds are covered extensively in Pre-Reading. Students build upon previous learning through repetition and practice as they continue to apply skills while interacting with Waterford. The program adjusts automatically to reinforce and continue student learning.	
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	<ul style="list-style-type: none"> <li>Songs: C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip, Chop; Where is a Whale?</li> <li>Word Mastery</li> <li>Sound Room</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Name That Sound</li> <li>Word Pattern Spelling</li> <li>Letter Sound Screening</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Syllables</li> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Relationship of vowel to syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.                             <ul style="list-style-type: none"> <li>Syllable Segmentation</li> </ul> </li> </ul>
3.3 Read a two-syllable word by breaking the word into syllables.	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Compound Words</li> <li>Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.                             <ul style="list-style-type: none"> <li>Reading Trick: Key Word Match</li> <li>Reading Trick: Pattern Hunt</li> <li>Reading Trick: Mystery Word</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words continued.</i>		
3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	<ul style="list-style-type: none"> <li>• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>• Key Word Match</li> <li>• Word Construction</li> <li>• Word Pattern</li> <li>• Word Blending</li> <li>• Word Mastery Games</li> <li>• Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li>• Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.                             <ul style="list-style-type: none"> <li>- Pattern Word Building</li> <li>- Word Study Introduction</li> <li>- Spelling</li> </ul> </li> </ul>
3.5 Read words with inflectional endings.	<ul style="list-style-type: none"> <li>• Songs: More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED</li> <li>• Suffixes</li> <li>• Comparatives</li> </ul>	<ul style="list-style-type: none"> <li>• Inflectional endings.pdf: Read words with inflectional endings.                             <ul style="list-style-type: none"> <li>- Pattern Word Building: Double the Letter</li> <li>- Language Concept: Plural Nouns</li> </ul> </li> </ul>
3.6 Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Word Mastery</li> <li>• Power Words</li> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Say, Spell, Write</li> <li>- Power Word Cards</li> </ul> </li> </ul>
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read grade-level texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.</li> <li>• Waterford Books</li> </ul>
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Readable Books Chart</li> <li>- Repeated Readings</li> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<ul style="list-style-type: none"> <li>• Song: Look for a Clue</li> <li>• Rusty and Rosy's Clues</li> <li>• Watch Me Read</li> <li>• Use a Clue</li> <li>• Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li>• Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>- Use-a-clue</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Meaning and Context (MC)</b>		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up—Five W’s</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: Ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Peek at the Story</li> <li>• Build Knowledge</li> </ul>	
<i>Standard 6: Summarize key details and ideas to support analysis of thematic development.</i>		
6.1 Describe the relationship between the illustrations and the characters, setting or events.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the story.pdf: Use illustrations and details in a story to describe its characters, setting, or events.                             <ul style="list-style-type: none"> <li>- The Gingerbread Man</li> <li>- The Little Red Hen</li> <li>- The City Mouse and the Country Mouse</li> <li>- The Brothers</li> </ul> </li> </ul>
<i>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	<ul style="list-style-type: none"> <li>• Sum Up—Five W’s</li> <li>• Find an Answer</li> <li>• Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories.                             <ul style="list-style-type: none"> <li>- The City Mouse and the Country Mouse</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</i>		
<p>8.1 Read or listen closely to:</p> <ul style="list-style-type: none"> <li>a. describe characters' actions, and feelings;</li> <li>b. compare and contrast characters' experiences to those of the reader;</li> <li>c. describe setting;</li> <li>d. identify the plot including problem and solution; and</li> <li>e. describe cause and effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Sum Up—Five W's</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Connect to Me</li> </ul>	
<b>Language, Craft, and Structure (LCS)</b>		
<i>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
<p>9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.</p>	<p>Waterford online books offer numerous examples of a variety of literary devices. Narrators provide students with engaging models while exposing them to adult, child, or character voices.</p>	
<p>9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>		<ul style="list-style-type: none"> <li>• Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.                             <ul style="list-style-type: none"> <li>- Lizard and the Painted Rock</li> <li>- The Big Mitten</li> <li>- The City and the Country Mouse</li> <li>- La Tortuga</li> <li>- The Shoemaker and the Elves</li> <li>- The Brothers</li> <li>- The Ugly Duckling</li> </ul> </li> </ul>
<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
<p>10.1 Ask and answer questions about known and unknown words.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p>	

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<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary continued.</i>		
10.2 Identify new meanings for familiar words and apply them accurately.		<ul style="list-style-type: none"> <li>• Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.                             <ul style="list-style-type: none"> <li>- Can Matilda Get the Cheese?</li> <li>- What Is in the Tree?</li> <li>- Will You Play with Me?</li> </ul> </li> </ul>
10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	<ul style="list-style-type: none"> <li>• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End</li> <li>• Double the Fun</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>
10.4 Identify the individual words used to form a compound word.	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>• Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.                             <ul style="list-style-type: none"> <li>- Reading Trick: Key Word Match</li> <li>- Reading Trick: Pattern Hunt</li> <li>- Reading Trick: Mystery Word</li> </ul> </li> </ul>
10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	Waterford activities offer many opportunities for students to explore figurative language, word relationships, and meanings.	
10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to explore word relationships and meanings. <ul style="list-style-type: none"> <li>• Readable Jump-Through</li> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales</li> </ul> (See titles at end of document.)	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.</i>		
11.1 Identify the author's purpose—to explain, entertain, inform, or convince.		<ul style="list-style-type: none"> <li>• Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                             <ul style="list-style-type: none"> <li>- Text Type Activity—Narrative Text</li> <li>- Text Type Activity—Informational Text</li> <li>- How to Grow a Garden</li> </ul> </li> </ul>
11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.		<ul style="list-style-type: none"> <li>• Who is telling the story.pdf: Identify who is telling the story at various points in a text.</li> <li>• Who Is the Speaker?                             <ul style="list-style-type: none"> <li>- The Brothers</li> <li>- The City Mouse and the Country Mouse</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
<i>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</i>		
12.1 Classify literary texts according to characteristics of a genre.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                             <ul style="list-style-type: none"> <li>- Text Type Activity—Narrative Text</li> <li>- Text Type Activity—Informational Text</li> <li>- How to Grow a Garden</li> </ul> </li> </ul>
12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	
<b>Range and Complexity (RC)</b>		
<i>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
13.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> <li>• Readable Jump-Through</li> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Waterford Books</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time continued.</i>		
13.2 Read independently for sustained periods of time to build stamina.	Waterford is based on the principle that young learners can read independently from a very young age with the appropriate support. The scaffolded design and appropriate scope and sequence within Waterford allow students to work independently. This independence provides students with the opportunity to build their stamina and to enjoy reading on their own.	
13.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.	Students interact with the program on a daily basis listening and answering questions, following directions, and interacting with the courseware on a variety of tasks. Students are able to become independent thinkers. The program provides immediate feedback and support as needed.	
<b>READING—INFORMATIONAL TEXT (RI)</b>		
<b>Principles of Reading (P)</b>		
<i>Standard 1: Demonstrate understanding of the organization and basic features of print.</i>		
1.1 Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence features.pdf: Recognize the distinguishing features of a sentence.                             <ul style="list-style-type: none"> <li>- Sentence Strips</li> <li>- Language Concepts</li> </ul> </li> </ul>
1.2 - 1.4 Students are expected to build upon and continue applying previous learning.	Organization and basic features of print are covered extensively in Pre-Reading. Students build upon previous learning through repetition and practice as they continue to apply skills while interacting with Waterford. When any need is determined to be needed, the program adjusts automatically to reinforce and continue student learning.	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>Song: Sneaky Magic E</li> </ul>	<ul style="list-style-type: none"> <li>Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. Phonics and Word Recognition                             <ul style="list-style-type: none"> <li>Long and Short Vowel Cards</li> </ul> </li> </ul>
2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.	<ul style="list-style-type: none"> <li>Song: Consonants Together</li> <li>Blending</li> <li>Blend/Onset Rime Sounds</li> <li>Blending Riddles</li> <li>Blend Every Sound (Phonemes)</li> <li>Blending Dragon</li> <li>Blend Phonemes</li> <li>Find the Picture</li> <li>Word Blending</li> </ul>	<ul style="list-style-type: none"> <li>Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.                             <ul style="list-style-type: none"> <li>Blending: Onset-Rime</li> <li>Phoneme Blending</li> <li>Sound Sense Bingo Cards</li> </ul> </li> </ul>
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Right Final Sound</li> <li>Final Sound</li> <li>Letter Sound</li> <li>Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>Segmenting: First Phoneme</li> <li>Segmenting: Last Phoneme</li> <li>Phoneme Categorization</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<ul style="list-style-type: none"> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.                             <ul style="list-style-type: none"> <li>Counting Individual Phonemes</li> <li>Phoneme Segmentation</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>
2.5 Students are expected to build upon and continue applying previous learning.	<p>Waterford provides explicit activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. Phonological Awareness is presented extensively in Pre-Reading through Basic Reading, with ongoing review for all skills.</p>	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	<ul style="list-style-type: none"> <li>• Songs: C-K Rap; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip Chop; Where is a Whale?</li> <li>• Word Mastery</li> <li>• Word Mastery Games</li> <li>• Sound Room—Digraphs</li> <li>• Pattern Hunt</li> <li>• Name that Sound</li> <li>• Say and Trace</li> <li>• Word Blending</li> <li>• Letter Sound Screening</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <li>- Consonant Blending: -ck, cl-, spl</li> <li>- Pattern Word Blending: -uff</li> <li>- Pattern Word Blending: -ash</li> <li>- Sounds Fun!</li> </ul> </li> </ul>
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.		<ul style="list-style-type: none"> <li>• Relationship of vowel to syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.                             <ul style="list-style-type: none"> <li>- Syllable Segmentation</li> </ul> </li> </ul>
3.3 Read a two-syllable word by breaking the word into syllables.	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Compound Words</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.                             <ul style="list-style-type: none"> <li>- Reading Trick: Key Word Match</li> <li>- Reading Trick: Pattern Hunt</li> <li>- Reading Trick: Mystery Word</li> </ul> </li> </ul>
3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	<ul style="list-style-type: none"> <li>• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Word Blending</li> <li>• Word Construction</li> <li>• Word Mastery Games</li> <li>• Mystery Words</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.                             <ul style="list-style-type: none"> <li>- Pattern Word Building</li> <li>- Word Study Introduction</li> <li>- Spelling</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words continued.</i>		
3.5 Read words with inflectional endings.	<ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land, Drop Magic E, Double the Fun, More than One, Put It at the End, Let's Compare The Three Sounds of -ED</li> <li>• Key Word Screening</li> <li>• Double the Fun</li> <li>• Plural Nouns</li> <li>• Comparatives</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Inflectional endings.pdf: Read words with inflectional endings.                             <ul style="list-style-type: none"> <li>- Pattern Word Building: Double the Letter</li> <li>- Language Concept: Plural Nouns</li> </ul> </li> </ul>
3.6 Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Word Mastery</li> <li>• Word Mastery Games</li> <li>• Power Word</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Say, Spell, Write</li> <li>- Power Word Cards</li> </ul> </li> </ul>
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read grade-level texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• Readable Jump-Through</li> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Fluency Speed</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Waterford Books</li> </ul> </li> </ul>
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> <li>• Readable Jump-Through</li> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Fluency Speed</li> <li>• Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Readable Books Chart</li> <li>- Repeated Readings</li> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<ul style="list-style-type: none"> <li>• Rusty and Rosy's Clues</li> <li>• Mystery Words</li> <li>• Use a Clue</li> <li>• Song: Look for a Clue</li> </ul>	<ul style="list-style-type: none"> <li>• Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>- Use-a-clue</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Meaning and Context (MC)</b>		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> <li>• Sum Up—Five W’s</li> <li>• Recall Details</li> </ul>	
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Peek At The Story</li> <li>• Build Knowledge</li> </ul>	
<i>Standard 6: Summarize key details and ideas to support analysis of central ideas.</i>		
6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.		<ul style="list-style-type: none"> <li>• Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
<i>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	<ul style="list-style-type: none"> <li>• Books: The Three Wishes and The Shoemaker and the Elves; La Tortuga and Anansi and the Seven Yam Hills</li> </ul>	<ul style="list-style-type: none"> <li>• Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories.                             <ul style="list-style-type: none"> <li>- The City Mouse and the Country Mouse</li> </ul> </li> </ul>
<b>Language, Craft, and Structure (LCS)</b>		
<i>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
8.1 Identify words, phrases, illustrations, and photographs used to provide information.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Finding key information.pdf: Use the illustrations and details in a text to describe its key ideas.                             <ul style="list-style-type: none"> <li>- Star Pictures</li> </ul> </li> </ul>
8.2 Use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Locating key facts.pdf: Know and use various text features to locate key facts or information in a text.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
9.1 Ask and answer questions about known and unknown words in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
9.2 Identify new meanings for familiar words and apply them accurately.		<ul style="list-style-type: none"> <li>• Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.                             <ul style="list-style-type: none"> <li>- Can Matilda Get the Cheese?</li> <li>- What Is in the Tree?</li> <li>- Will You Play with Me?</li> </ul> </li> </ul>
9.3 Use inflectional endings and affixes to determine the meaning of unknown words.		<ul style="list-style-type: none"> <li>• Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>
9.4 Use print and multimedia resources to explore word relationships and meanings.	Waterford activities offer many opportunities for students to explore figurative language, word relationships, and meanings.	
9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to explore word relationships and meanings. <ul style="list-style-type: none"> <li>• Readable Jump-Through</li> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales</li> </ul> (See titles at end of document.)	
<i>Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.</i>		
10.1 Identify the author's purpose—to explain, to entertain, inform, or convince.	<ul style="list-style-type: none"> <li>• Readable Jump-Through</li> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</i>		
11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Locating key facts.pdf: Know and use various text features to locate key facts or information in a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
11.2 Identify the reasons an author gives to support a position.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
<b>Range and Complexity (RC)</b>		
<i>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
12.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> <li>Readable-Read/Record (See titles at end of document.)</li> <li>Expression Instruction</li> <li>Fluency Speed</li> </ul>	
12.2 Read independently for sustained periods of time.	Waterford activities provide many opportunities for students to select topics of interest and stories they enjoy and to practice appropriate reading behaviors.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Students interact with the program on a daily basis listening and answering questions, following directions, and interacting with the courseware on a variety of tasks. Students are able to become independent thinkers. The program provides immediate feedback and support as needed.	
<b>WRITING (W)</b>		
<b>Meaning, Context, and Craft (MCC)</b>		
<i>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</i>		
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.		<ul style="list-style-type: none"> <li>Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>Opinion Writing Activities</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 1: Write arguments to support claims with clear reasons and relevant evidence continued.</i>		
1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite: Mapping; Word Bank; Title</li> <li>• First Draft</li> <li>• Edit: Capitals; End Punctuation; Commas; Spelling; Tricky Spelling</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>• Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
<i>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>		
2.1 Explore print and multimedia sources to write informative/ explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.		<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Topical Writing Activities</li> </ul> </li> </ul>
2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite: Mapping; Word Bank; Title</li> <li>• First Draft</li> <li>• Edit: Capitals; End Punctuation; Commas; Spelling; Tricky Spelling</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>• Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
<i>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</i>		
3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.		<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Narrative Writing Activities</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences continued.</i>		
3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite: Mapping; Word Bank; Title</li> <li>• First Draft</li> <li>• Edit: Capitals; End Punctuation; Commas; Spelling; Tricky Spelling</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>• Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
Language (L)		
<i>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</i>		
4.1 Use common, proper, and possessive nouns.	<ul style="list-style-type: none"> <li>• Songs: Apostrophe Pig; Nouns; Pronouns</li> <li>• Possessive Nouns</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns.pdf: Use common, proper, and possessive nouns. Skill Builder Song: "Nouns"                             <ul style="list-style-type: none"> <li>- Nouns</li> </ul> </li> </ul>
4.2 Use singular and plural nouns with matching verbs in basic sentences.	<ul style="list-style-type: none"> <li>• Songs: More Than One; Verbs</li> <li>• Plural Nouns</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.                             <ul style="list-style-type: none"> <li>- Plural Nouns</li> <li>- Verbs and Nouns</li> <li>- Verb Endings</li> </ul> </li> </ul>
4.3 Use personal, possessive, and indefinite pronouns.	<ul style="list-style-type: none"> <li>• Song: Pronouns</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns.pdf: Use personal, possessive, and indefinite pronouns.                             <ul style="list-style-type: none"> <li>- Pronouns</li> </ul> </li> </ul>
4.4 Use verbs to convey a sense of past, present, and future.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs.pdf: Use verbs to convey a sense of past, present, and future.                             <ul style="list-style-type: none"> <li>- Verbs</li> </ul> </li> </ul>
4.5 Use adjectives and adverbs.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives.pdf: Use frequently occurring adjectives. Who Am I?                             <ul style="list-style-type: none"> <li>- Adjectives</li> </ul> </li> </ul>
4.6 Use prepositional phrases.	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking continued.</i>		
4.7 Use conjunctions.		<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> </ul>
4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.                             <ul style="list-style-type: none"> <li>- Types of Sentences</li> <li>- Skill Builder Song</li> </ul> </li> </ul>
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>		
5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.	<ul style="list-style-type: none"> <li>• Songs: Capital Letters- Proper Nouns; Days; Places</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize the dates and names of people.                             <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> </ul>
5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series.	<ul style="list-style-type: none"> <li>• Songs: What is a Sentence?; Sentence Marks; Comma, Comma, Comma</li> <li>• Sentence Marks</li> <li>• Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation.pdf: Use end punctuation for sentences.                             <ul style="list-style-type: none"> <li>- A Closer Look</li> <li>- What's My Sentence?</li> <li>- Sentence Strips</li> <li>- Punctuation</li> <li>- Sentences</li> </ul> </li> </ul>
5.3 Use conventional spelling for words with common spelling patterns.	<ul style="list-style-type: none"> <li>• Song: Double the Fun</li> <li>• Double the Fun</li> <li>• Spell and Blend</li> <li>• Word Pattern Spelling</li> <li>• Word Blending</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> </ul>	
5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	<ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Word Blending</li> <li>• Word Pattern</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Say and Trace</li> <li>• Word Pattern Spelling</li> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> </ul>	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing continued</i>		
5.5 Consult print and multimedia resources to check and correct spellings.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
<b>Range and Complexity (RC)</b>		
<i>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</i>		
6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing) (Aa-Zz)</li> <li>• Letter Pictures (Aa-Zz)</li> </ul>	<ul style="list-style-type: none"> <li>• Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters.                             <ul style="list-style-type: none"> <li>- Letter Picture Handwriting (Aa-Zz)</li> </ul> </li> </ul>
6.3 Write left to right leaving space between words.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.	
6.4 Locate letter keys on an electronic device to type simple messages.	Interactive activities in Waterford often require students to select the target letter or number on a keyboard or other electronic device.	
<b>COMMUNICATION (C)</b>		
<b>Meaning and Context (MC)</b>		
<i>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</i>		
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.		<ul style="list-style-type: none"> <li>• Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.		<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives continued.</i>		
1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.		<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
<i>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</i>		
2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.		<ul style="list-style-type: none"> <li>• Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.		<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions).                             <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
<i>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</i>		
3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.		<ul style="list-style-type: none"> <li>• Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Growing Flowers</li> </ul> </li> </ul>
3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> <li>• Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                             <ul style="list-style-type: none"> <li>- Visual Aids and Recording Activity</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Language, Craft, and Structure (LCS)</b>		
<i>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</i>		
4.1 Identify speaker’s purpose and details that keep the listener engaged.		<ul style="list-style-type: none"> <li>Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.                             <ul style="list-style-type: none"> <li>Ask and Answer Activity</li> </ul> </li> </ul>
4.2 Identify the introduction, body, and conclusion of a presentation.		<ul style="list-style-type: none"> <li>Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Anansi and the Seven Yarn Hills</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
4.3 Identify when the speaker uses intonation and word stress and includes media.	Narrators of Waterford activities and books model intonation and word stress. Children hear examples with each encounter, become familiar with them, and are able to identify when heard.	
<i>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</i>		
5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.		<ul style="list-style-type: none"> <li>Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                             <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	Waterford online books offer models of a variety of literary devices. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.	
<b>FLUENT READING: GRADE 2</b>		
<b>INQUIRY-BASED LITERACY STANDARDS (I)</b>		
<i>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</i>		
1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.	<ul style="list-style-type: none"> <li>Ask a Question</li> <li>Build Knowledge</li> <li>Science Investigation</li> </ul>	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b>		
2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales</li> <li>• Informational Books</li> <li>• Read-Record Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>	
<b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b>		
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/ peers.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
3.2 Select the most important information, revise ideas, and record and communicate findings.		<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> </ul>
<b>Standard 4: Synthesize information to share learning and/or take action.</b>		
4.1 Interpret relationships and patterns discovered during the inquiry process.	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>	
4.2 Use appropriate tools to communicate findings and/or take informed action.	Waterford provides access to a word processor feature for producing and publishing writing. This digital tool in Writer’s Corner, encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> <li>• Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                             <ul style="list-style-type: none"> <li>- Visual Aids and Recording Activity</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Standard 4: Synthesize information to share learning and/or take action <i>continued</i>.</b>		
4.3 Reflect on findings and pose new questions for further inquiry.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question.                             <ul style="list-style-type: none"> <li>- All on the Same Earth</li> <li>- The Bee's Secret</li> </ul> </li> </ul>
<b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</b>		
5.1 Acknowledge and value individual and collective thinking.		<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> </ul>
5.2 Monitor and assess learning to guide inquiry.	Through immediate feedback and ongoing guidance, Waterford supports children as they gain a sense of their own progress or need for improvement.	
5.3 Articulate the process of learning and seek appropriate help.	Waterford activity instructions explain the steps in the process of learning a skill. Activities within “You Be the Teacher” provide additional practice for students to be able to articulate the process. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	
<b>READING—LITERACY TEXT (RL)</b>		
<b>Principles of Reading (P)</b>		
<b>Standard 1: Demonstrate understanding of the organization and basic features of print.</b>		
1.1 - 1.4 Students are expected to build upon and continue applying previous learning.	Organization and basic features of print are covered extensively in Pre-Reading. Students build upon previous learning through repetition and practice as they continue to apply skills while interacting with Waterford. When any additional practice is determined to be needed, the program adjusts automatically to reinforce and continue student learning.	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1-2.5 Students are expected to build upon and continue applying previous learning.	Waterford provides explicit activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. Although Phonological Awareness is not specifically addressed in Fluent Reading, it is presented extensively in Pre-Reading and Basic Reading, with ongoing review for all skills.	
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Use knowledge of r-controlled vowels to read.	<ul style="list-style-type: none"> <li>• Song: Bossy Mr. R</li> <li>• Readable Word Play</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
3.2 Use knowledge of how syllables work to read multisyllabic words.	<ul style="list-style-type: none"> <li>• Readable Word Play</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	<ul style="list-style-type: none"> <li>• Songs: More Than One; Drop Magic E; Let's Compare; Put It at the End; Put It at the Front; Tricky Y to I; Double the Fun</li> <li>• Change Y to I</li> <li>• Automatic Word Recognition</li> <li>• Comparatives</li> <li>• Suffixes</li> <li>• Prefixes</li> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Prefix and suffix.pdf: Decode words with common prefixes and suffixes.                             <ul style="list-style-type: none"> <li>- Lesson 30: Prefixes and Suffixes</li> <li>- Invent a Word: Prefixes</li> <li>- Build a Word: Prefixes</li> <li>- Past Tense Verb</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words continued.</i>		
3.4 Use and apply knowledge of vowel diphthongs.	<ul style="list-style-type: none"> <li>• Song: Vowels Side by Side</li> <li>• Readable Word Play</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
3.5 Use and apply knowledge of how inflectional endings change words.	<ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More than One; Put It at the End; Let's Compare The Three Sounds of -ED</li> <li>• Key Word Screening</li> <li>• Double the Fun</li> <li>• Plural Nouns</li> <li>• Comparatives</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Prefix and suffix.pdf: Decode words with common prefixes and suffixes.                             <ul style="list-style-type: none"> <li>- Lesson 30: Prefixes and Suffixes</li> <li>- Invent a Word: Prefixes</li> <li>- Build a Word: Prefixes</li> <li>- Past Tense Verb</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>
3.6 Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Word Recognition</li> <li>• Power Word</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Lesson 1: /ī/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /f/</li> <li>- Lesson 4: Irregular Plurals</li> </ul> </li> </ul>
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read grade-level texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- 30 online books to practice reading with purpose and understanding</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension continued.</i>		
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	<ul style="list-style-type: none"> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
4.3 Students are expected to build upon and continue applying previous learning.	Students build upon skills with books and dedicated passages featuring fluency and comprehension practice. Narrators model appropriate reading skills with engaging examples featuring adult, child, or character voices.	
<b>Meaning and Context (MC)</b>		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> <li>• Fluency Comprehension</li> <li>• Compare Characters</li> <li>• Sum Up—Five W’s</li> <li>• Map the Story</li> <li>• Sum Up—Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                             <ul style="list-style-type: none"> <li>- 52 online books to practice strategies for understanding.</li> </ul> </li> </ul>
5.2 Make predictions before and during reading; confirm or modify thinking.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	
<i>Standard 6: Summarize key details and ideas to support analysis of thematic development.</i>		
6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Sum Up—Remember Order</li> <li>• Map the Story</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> <li>• Traditional Tales</li> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                             <ul style="list-style-type: none"> <li>- 27 online books to demonstrate understanding characters, setting, and plot.</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.	<ul style="list-style-type: none"> <li>• Map the Story</li> <li>• Sum Up—Remember Order</li> <li>• Sum Up—Five W’s</li> </ul>	<ul style="list-style-type: none"> <li>• Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.                             <ul style="list-style-type: none"> <li>- Why Wind and Water Fight</li> <li>- The Snow Lion</li> <li>- How Rivers Began</li> <li>- The Story of Tong and Mai Nhia</li> </ul> </li> </ul>
7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures.                             <ul style="list-style-type: none"> <li>- Story Variations Activity</li> </ul> </li> </ul>
<i>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</i>		
8.1 Read or listen closely to: <ol style="list-style-type: none"> <li>compare and contrast characters’ actions, feelings, and responses to major events or challenges;</li> <li>describe how cultural context influences characters, setting, and the development of the plot; and</li> <li>explain how cause and effect relationships affect the development of plot</li> </ol>	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.                             <ul style="list-style-type: none"> <li>- Why Wind and Water Fight</li> <li>- The Snow Lion</li> <li>- How Rivers Began</li> <li>- The Story of Tong and Mai Nhia</li> </ul> </li> </ul>
<b>Language, Craft, and Structure (LCS)</b>		
<i>Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.	Waterford online books offer numerous examples of a variety of literary devices. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.	<ul style="list-style-type: none"> <li>• Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.                             <ul style="list-style-type: none"> <li>- Poetry Book 1</li> <li>- Poetry Book 2</li> <li>- Bad News Shoes</li> <li>- Movin’ to the Music Time</li> <li>- Winter Snoozers</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts continued.</i>		
9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.		<ul style="list-style-type: none"> <li>• Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.                             <ul style="list-style-type: none"> <li>- Lizard and the Painted Rock</li> <li>- The Big Mitten</li> <li>- The City and the Country Mouse</li> <li>- La Tortuga</li> <li>- The Shoemaker and the Elves</li> <li>- The Brothers</li> <li>- The Ugly Duckling</li> </ul> </li> </ul>
<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
10.1 Use context to determine the meaning of words and phrases.	<ul style="list-style-type: none"> <li>• Songs: Look for a Clue</li> <li>• Rusty and Rosy’s Clues</li> <li>• Use a Clue</li> <li>• Watch Me Read</li> <li>• Mystery Words</li> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	
10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.	<ul style="list-style-type: none"> <li>• Songs: Put It at the Front; Put it at the End; Key Words</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word.                             <ul style="list-style-type: none"> <li>- Invent a Word: Prefixes and Suffixes</li> <li>- Build a Word: Prefixes and Suffixes</li> <li>- Prefixes</li> </ul> </li> </ul>
10.3 Use a base word to determine the meaning of an unknown word with the same base.	<ul style="list-style-type: none"> <li>• Songs: Let’s Compare; Put It at the Front; Put It at the End; Key Words</li> <li>• Comparatives</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.                             <ul style="list-style-type: none"> <li>- Comparatives</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary continued.</i>		
10.4 Use the meanings of individual words to predict the meaning of compound words.	<ul style="list-style-type: none"> <li>• Song: Compound Words; Key Words</li> <li>• Compound Words</li> </ul>	
10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.	<ul style="list-style-type: none"> <li>• Reading Detective: Build Vocabulary</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases.                             <ul style="list-style-type: none"> <li>- Vocabulary Dictionary</li> </ul> </li> </ul>
10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.	Waterford activities expose children to general and domain specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
<i>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.</i>		
11.1 Identify and analyze the author's purpose.		<ul style="list-style-type: none"> <li>• Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe.                             <ul style="list-style-type: none"> <li>- Great White Bird</li> <li>- The Pizza Book</li> <li>- The Piñata Book</li> <li>- The Talking Lizard</li> <li>- The Courage to Learn</li> <li>- The Bee's Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>
11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.                             <ul style="list-style-type: none"> <li>- Story Structure Activity</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</i>		
12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.	<ul style="list-style-type: none"> <li>• Sum Up-Remember Order</li> <li>• Map the Story</li> </ul>	
12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.	<ul style="list-style-type: none"> <li>• Books: Poetry Books 1-2; Today I Write a Letter; The Three Billy Goats Gruff</li> </ul>	
<b>Range and Complexity (RC)</b>		
<i>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
13.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Map the Story</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> <li>• Fluency Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- 30 online books to practice reading with purpose and understanding</li> </ul> </li> </ul>
13.2 Read independently for sustained periods of time to build stamina.	Waterford is based on a scaffolded design with appropriate scope and sequence which allows students to work independently. This independence provides students with the opportunity to build their stamina and to enjoy reading on their own.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Waterford guides and supports children as they become independent, self-guided learners. Through immediate feedback, ongoing review and assessment, and guidance, children gain a sense of their own progress and need for improvement.	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING—INFORMATIONAL TEXT (RI)</b>		
Principles of Reading (P)		
<i>Standard 1: Demonstrate understanding of the organization and basic features of print.</i>		
1.1 -1.4 Students are expected to build upon and continue applying previous learning.	Waterford provides a multitude of activities related to understanding the organization and basic features of print. Consistent review and practice is embedded within the program.	
<i>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</i>		
2.1-2.5 Students are expected to build upon and continue applying previous learning.	Waterford provides explicit activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. Although Phonological Awareness is not specifically addressed in Fluent Reading, it is presented extensively in Pre-Reading and Waterford delivers ongoing review for all skills.	
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</i>		
3.1 Use knowledge of r-controlled vowels to read.	<ul style="list-style-type: none"> <li>• Song: Bossy Mr. R</li> <li>• Readable Word Play</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
3.2 Use knowledge of how syllables work to read multisyllabic words.	<ul style="list-style-type: none"> <li>• Automatic Word Recognition</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	<ul style="list-style-type: none"> <li>• Word Recognition</li> <li>• Readable Books</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Lesson 1: /ī/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /f/</li> <li>- Lesson 4: Irregular Plurals</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words continued.</i>		
3.4 Use and apply knowledge of vowel diphthongs.	<ul style="list-style-type: none"> <li>• Song: Vowels Side by Side</li> <li>• Readable Word Play</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
3.5 Use and apply knowledge of how inflectional endings change words.	<ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More than One; Put It at the End; Let's Compare The Three Sounds of -ED</li> <li>• Key Word Screening</li> <li>• Double the Fun</li> <li>• Plural Nouns</li> <li>• Comparatives</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Prefix and suffix.pdf: Decode words with common prefixes and suffixes.                             <ul style="list-style-type: none"> <li>- Lesson 30: Prefixes and Suffixes</li> <li>- Invent a Word: Prefixes</li> <li>- Build a Word: Prefixes</li> <li>- Past Tense Verb</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>
3.6 Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Word Mastery</li> <li>• Power Word</li> <li>• Readable Walk-through</li> <li>• Readable Books (See titles at the end of document.)</li> <li>• Word Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Lesson 1: /ī/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /f/</li> <li>- Lesson 4: Irregular Plurals</li> </ul> </li> </ul>
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</i>		
4.1 Read grade-level texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- 30 online books to practice reading with purpose and understanding</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 4: Read with sufficient accuracy and fluency to support comprehension continued.</i>		
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	<ul style="list-style-type: none"> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
4.3 Students are expected to build upon and continue applying previous learning.	Students build upon skills with books and dedicated passages featuring fluency and comprehension practice. Narrators model appropriate reading skills with engaging examples featuring adult, child, or character voices.	
<b>Meaning and Context (MC)</b>		
<i>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</i>		
5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	<ul style="list-style-type: none"> <li>• Sum up—Five W’s</li> <li>• Peek a the Story</li> <li>• Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                             <ul style="list-style-type: none"> <li>- 52 online books to practice strategies for understanding.</li> </ul> </li> </ul>
5.2 Make predictions before and during reading; confirm or modify thinking.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	
<i>Standard 6: Summarize key details and ideas to support analysis of central ideas.</i>		
6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.		<ul style="list-style-type: none"> <li>• Identify the main topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.                             <ul style="list-style-type: none"> <li>- Great White Bird</li> <li>- The Talking Lizard</li> <li>- Winter Snoozers</li> <li>- The Courage to Learn</li> <li>- The Bee’s Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</i>		
7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.	<ul style="list-style-type: none"> <li>Books: I Hate Peas and Bad News Shoes; Noise? What Noise? and David Next Door; Animals in the House and Elephant Upstairs</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic.                             <ul style="list-style-type: none"> <li>Venn Diagram Activity: Penguins and Falcons</li> </ul> </li> </ul>
Language, Craft, and Structure (LCS)		
<i>Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</i>		
8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.		<ul style="list-style-type: none"> <li>Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.		<ul style="list-style-type: none"> <li>Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
<i>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i>		
9.1 Use context to determine the meaning of words and phrases.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Fluency, Comprehension, and Speed Books</li> <li>Informational Books</li> <li>Readable Books (See titles at end of document.)</li> <li>Use a Clue</li> <li>Rusty and Rosy's Clues</li> </ul>	<ul style="list-style-type: none"> <li>Using the root word to determine meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>Fluency Check Sheets</li> </ul> </li> </ul>
9.2 Determine the meaning of a newly formed word when a known affix is added to the word.	<ul style="list-style-type: none"> <li>Songs: Put It at the Front, Put It at the End</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word.                             <ul style="list-style-type: none"> <li>Invent a Word: Prefixes and Suffixes</li> <li>Build a Word: Prefixes and Suffixes</li> <li>Prefixes</li> </ul> </li> </ul>
9.3 Use a base word to determine the meaning of an unknown word with the same base.	<ul style="list-style-type: none"> <li>Songs: Let's Compare; Put It at the End; Put It at the Front</li> <li>Comparatives</li> <li>Suffixes</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.                             <ul style="list-style-type: none"> <li>Comparatives</li> <li>Prefixes</li> <li>Suffixes</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary continued.</i>		
9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.	<ul style="list-style-type: none"> <li>Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>Find the meaning of a word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.                             <ul style="list-style-type: none"> <li>Vocabulary Match: Islands and Volcanoes</li> <li>Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.	Waterford provides opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. Many activities encourage students to explore figurative language, word relationships, and meanings.	
<i>Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</i>		
10.1 Identify and analyze the author’s purpose.		<ul style="list-style-type: none"> <li>Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe.                             <ul style="list-style-type: none"> <li>Great White Bird</li> <li>The Pizza Book</li> <li>The Piñata Book</li> <li>The Talking Lizard</li> <li>The Courage to Learn I</li> <li>The Bee’s Secret</li> <li>Reaching Above</li> </ul> </li> </ul>
<i>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</i>		
11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.	<ul style="list-style-type: none"> <li>Map the Story</li> <li>Sum Up—Remember Order</li> <li>Sum Up—Five W’s</li> </ul>	<ul style="list-style-type: none"> <li>Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.                             <ul style="list-style-type: none"> <li>Louis Braille</li> <li>Reaching Above</li> <li>The Courage to Learn</li> <li>Discovering Dinosaurs</li> </ul> </li> </ul>
11.2 Identify the structures an author uses to support specific points.		<ul style="list-style-type: none"> <li>Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range and Complexity (RC)</b>		
<i>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</i>		
12.1 Engage in whole and small group reading with purpose and understanding.	<ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Traditional Tales</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Map the Story</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> <li>• Fluency Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- 30 online books to practice reading with purpose and understanding</li> </ul> </li> </ul>
12.2 Read independently for sustained periods of time.	Waterford is based on a scaffolded design with appropriate scope and sequence which allows students to work independently. This independence provides students with the opportunity to build their stamina and to enjoy reading on their own.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Waterford guides and supports children as they become independent, self-guided learners. Through immediate feedback, ongoing review and assessment, and guidance, children gain a sense of their own progress and need for improvement.	
<b>WRITING (W)</b>		
<b>Meaning, Context, and Craft (MCC)</b>		
<i>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</i>		
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> <li>• Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.                             <ul style="list-style-type: none"> <li>- Bad News Shoes</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 1: Write arguments to support claims with clear reasons and relevant evidence continued.</i>		
1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite: Mapping; Word Bank; Title</li> <li>• First Draft</li> <li>• Edit: Capitals; End Punctuation; Commas; Spelling; Tricky Spelling</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Word Processor</li> </ul>	
<i>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>		
2.1 Explore print and multimedia sources to write informative/ explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>
2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite: Mapping; Word Bank; Title</li> <li>• First Draft</li> <li>• Edit: Capitals; End Punctuation; Commas; Spelling; Tricky Spelling</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Word Processor</li> </ul>	

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<i>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</i>		
3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.		<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.                             <ul style="list-style-type: none"> <li>- 15 story examples with suggestions for student writing.</li> </ul> </li> </ul>
3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite: Mapping; Word Bank; Title</li> <li>• First Draft</li> <li>• Edit: Capitals; End Punctuation; Commas; Spelling; Tricky Spelling</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> </ul>
<b>Language (L)</b>		
<i>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</i>		
4.1 Use collective nouns.	<ul style="list-style-type: none"> <li>• Book: Reaching Above (Flock)</li> <li>• Irregular Plurals</li> </ul>	
4.2 Form and use frequently occurring irregular plural nouns.	<ul style="list-style-type: none"> <li>• Song: Strange Spelling</li> <li>• Book: Moose Are Not Meese</li> <li>• Irregular Plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns.                             <ul style="list-style-type: none"> <li>- Moose are Not Meese</li> <li>- Plural Nouns</li> </ul> </li> </ul>
4.3 Use reflexive pronouns.		<ul style="list-style-type: none"> <li>• Reflexive pronouns.pdf: Use reflexive pronouns.</li> <li>• Reflexive Pronouns</li> </ul>
4.4 Form and use the past tense of frequently occurring irregular verbs.	<ul style="list-style-type: none"> <li>• Songs: Irregular Verbs; It Happened Yesterday</li> <li>• Irregular Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs.                             <ul style="list-style-type: none"> <li>- Writing About the Past Activity</li> <li>- Irregular Verbs</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking continued.</i>		
4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> <li>• Songs: Adverbs, Adjectives Describe</li> <li>• Adverbs</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified.                             <ul style="list-style-type: none"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs and Adjectives</li> <li>- Adjectives</li> <li>- Adverbs</li> </ul> </li> </ul>
4.6 Use positional, time, and place prepositional phrases.	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>	
4.7 Use conjunctions.		<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> </ul>
4.8 Produce, expand, and rearrange complete simple and compound sentences.	<ul style="list-style-type: none"> <li>• Revise: Start Sentences Differently; Add Details; Use Interesting Words</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences.                             <ul style="list-style-type: none"> <li>- Change the Sentence</li> </ul> </li> </ul>
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>		
5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Titles) (Days) (Places) (Proper Nouns)</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize holidays, product names, and geographic names.                             <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> </ul>
5.2 Use: <ul style="list-style-type: none"> <li>a. periods, question marks, or exclamation marks at the end of sentences;</li> <li>b. commas in greetings and closings of letters, dates, and to separate items in a series; and</li> <li>c. apostrophes to form contractions and singular possessive nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Sentence Marks; Comma, Comma, Comma; Apostrophe Pig; Contraction Action</li> <li>• Books: Today I Write a Letter; Andrew’s News</li> <li>• Edit End Punctuation</li> <li>• Edit Commas</li> <li>• Contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.                             <ul style="list-style-type: none"> <li>- Contractions</li> <li>- Possessive Nouns</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing continued.</i>		
5.3 Generalize learned spelling patterns and word families.	<ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Spelling</li> <li>• Editing: Check Spelling; Check Tricky Spelling</li> <li>• Make and Spell</li> <li>• All-Star Spelling</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> <li>• Word Patterns</li> <li>• Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> </ul> </li> </ul>
5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Spell and Blend</li> <li>• Spelling</li> <li>• Make and Spell</li> <li>• All-Star Spelling</li> <li>• Spelling Exploration</li> <li>• Spelling Scramble</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> <li>• Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> </ul> </li> </ul>
5.5 Consult print and multimedia resources to check and correct spellings.	<ul style="list-style-type: none"> <li>• Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases.                             <ul style="list-style-type: none"> <li>- Vocabulary Dictionary</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range and Complexity (RC)</b>		
<i>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</i>		
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	<ul style="list-style-type: none"> <li>• Writing activities in Waterford are designed to review, practice, and develop previously taught skills.</li> <li>• Play and Practice: Word Processor</li> </ul>	
6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters.                             <ul style="list-style-type: none"> <li>- Letter Picture Handwriting (Aa-Zz)</li> </ul> </li> </ul>
6.3 Students are expected to build upon and continue applying previous learning.	<ul style="list-style-type: none"> <li>• Writing activities in Waterford are designed to review, practice, and develop previously taught skills.</li> </ul>	
6.4 Begin to develop efficient keyboarding skills.	<ul style="list-style-type: none"> <li>• Word Processor</li> <li>• Write About It</li> </ul>	
6.5 Begin to develop cursive writing.		
<b>COMMUNICATION (C)</b>		
<b>Meaning and Context (MC)</b>		
<i>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</i>		
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.		<ul style="list-style-type: none"> <li>• Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                             <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>
1.2 Apply the skills of taking turns, listening to others, and speaking clearly.		<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.		<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives continued.</i>		
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others’ talk in conversations by linking their comments to the remarks of others.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
<i>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</i>		
2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.		<ul style="list-style-type: none"> <li>• Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>- 45 online books for listening for key ideas and details</li> </ul> </li> </ul>
2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.		<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> </ul>
<i>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</i>		
3.1 Explain how ideas and topics are depicted in a variety of media and formats.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Science Investigation</li> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>- 45 online books for listening for key ideas and details</li> </ul> </li> </ul>
3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> <li>• Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                             <ul style="list-style-type: none"> <li>- Visual Aids and Recording Activity</li> </ul> </li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Language, Craft, and Structure (LCS)		
<i>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</i>		
4.1 Identify speaker’s purpose and details that keep the listener engaged.		<ul style="list-style-type: none"> <li>• Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
4.2 Determine if the presentation has a logical introduction, body, and conclusion.	Waterford online books feature stories that model logical introductions, use temporal words to signal event order, and provide a sense of closure.	
4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.	Waterford online books feature narrations that model appropriate intonation and word stress. Narrators provide students with engaging examples while exposing them to adult, child, or character voices. <ul style="list-style-type: none"> <li>• Build Knowledge</li> </ul>	
<i>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</i>		
5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.		<ul style="list-style-type: none"> <li>• Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                             <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.	<ul style="list-style-type: none"> <li>• Books: Poetry Books 1-2; The Three Billy Goats Gruff; The Swing; What if You Were an Octopus?; Rocks in My Socks; Wendel Wandered</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                             <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>

## 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](https://www.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](http://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

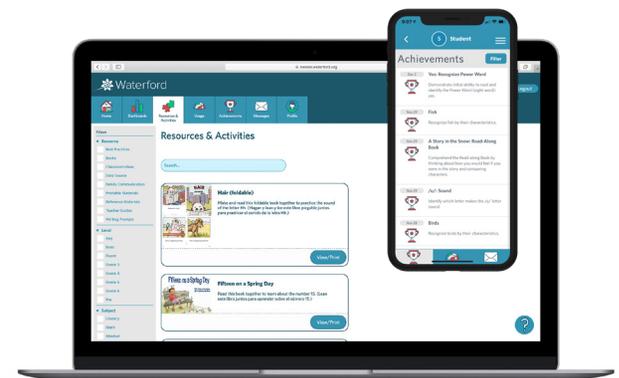
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

#### 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).