

# CURRICULUM *Correlation*



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

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NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN ENGLISH LANGUAGE ARTS LEARNING STANDARDS</b>		
<b>KINDERGARTEN READING STANDARDS</b>		
<b>LITERARY AND INFORMATIONAL TEXT   KR</b>		
<b>Key Ideas and Details</b>		
KR1: Develop and answer questions about a text. (RI&RL)	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up—Five Ws</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>- 49 stories with discussion questions to build comprehension</li> <li>- Seeing Fingers</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
KR2: Retell stories or share key details from a text. (RI&RL)	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up—Five Ws</li> <li>• Sum Up—Remember Order</li> <li>• Look at Details</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> <li>- 11 texts with discussion ideas to build comprehension</li> </ul> </li> </ul>
KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Look at Details</li> <li>• Sum Up—Five Ws</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> <li>- 21 assorted texts with discussion questions to build comprehension</li> </ul> </li> </ul>

# NEW YORK STATE NEXT GENERATION ENGLISH LANGUAGE ARTS LEARNING STANDARDS 2017

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Craft and Structure</b>		
KR4: Identify specific words that express feelings and senses. (RI&RL)	<ul style="list-style-type: none"> <li>Song: Five Senses</li> <li>Books: Ooey, Gooney, Mud; I Hate Peas; I wish I Had Ears Like a Bat; Fawn Eyes; Poetry Book 1, Poetry Book 2</li> <li>Traditional Tales</li> <li>Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> </ul>
KR5: Identify literary and informational texts. (RI&RL)	<ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Informational Books</li> <li>Math Books</li> <li>Science Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Decodable Books</li> </ul> (See titles at end of document.)	<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>
KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Decodable Books</li> </ul> (See titles at end of document.) <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>
<b>Integration of Knowledge and Ideas</b>		
KR7: Describe the relationship between illustrations and the text. (RI&RL)	<ul style="list-style-type: none"> <li>Picture Clues</li> <li>Words Tell About the Pictures</li> <li>Picture Story</li> <li>Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear.               <ul style="list-style-type: none"> <li>31 Stories with various strategies such as Peek at the Story and Use Clues to Guess</li> </ul> </li> </ul>
KR8: Identify specific information to support ideas in a text. (RI&RL)	<ul style="list-style-type: none"> <li>Book: What Is a Cloud?</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>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Integration of Knowledge and Ideas <i>continued</i></b>		
KR9: Make connections between self, text, and the world. (RI&RL)	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> <li>• Readable Books</li> </ul> (See titles at end of document.)	
<b>KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS   KRF</b>		
<b>PRINT CONCEPTS</b>		
<b>KRF1: Demonstrate understanding of the organization and basic features of print.</b>		
KRF1a: Follow words from left to right, top to bottom, and page by page.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> </ul> (See titles at end of document.)	<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>
KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>- Map Text to Speech 1</li> <li>- Map Text to Speech 2</li> </ul> </li> </ul>
KRF1c: 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>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KRF1: Demonstrate understanding of the organization and basic features of print <i>continued</i>.</b>		
KRF1d: 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>• Alphabet Review</li> <li>• Pick the Letter (Letter Checker)</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>
KRF1e: Identify the front cover, back cover, and title page of a book.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the 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>• Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> <li>- Fawn Eyes</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
<b>PHONOLOGICAL AWARENESS</b>		
<b>KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>		
KRF2a: Recognize and produce spoken rhyming words.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books (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>
KRF2b: Blend and segment syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>continued</i>.</b>		
KRF2c: Blend and segment onsets and rimes of spoken words.	<ul style="list-style-type: none"> <li>Blend Onset/Rime Sounds</li> <li>Blending</li> <li>Blending Riddles</li> <li>Phoneme Segmentation</li> <li>Blending Dragon</li> <li>Blend Every Sound (Phonemes)</li> <li>Blend Phonemes (Blend Individual Phonemes)</li> <li>Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>Segmenting Syllables</li> </ul> </li> </ul>
KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.	<ul style="list-style-type: none"> <li>Initial Sounds</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where is the Sound?</li> <li>Stick 'n' Spell</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).                             <ul style="list-style-type: none"> <li>Segmenting</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>
KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.	<ul style="list-style-type: none"> <li>Circus Clown Climbers</li> <li>One, Two, Three Sounds</li> <li>Barnyard Bash</li> <li>Change One Sound</li> </ul>	
<b>PHONICS AND WORD RECOGNITION</b>		
<b>KRF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b>		
KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> <li>Where is the Sound?</li> </ul>	



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KRF3: Know and apply grade-level phonics and word analysis skills in decoding words <i>continued</i>.</b>		
KRF3b: Decode short vowel sounds with common spellings.	<ul style="list-style-type: none"> <li>Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song</li> <li>Letter Sound Songs</li> <li>Sound Room</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> <li>Decodable Books</li> <li>(See titles at end of document)</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>
KRF3c: Decode some regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>Songs: Consonants Together; Sneaky Magic E; C and G; Key Words</li> <li>Word Mastery</li> <li>Letter Sound</li> <li>Name That Sound</li> <li>Watch Me Read</li> <li>Key Word Match</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Word Construction</li> <li>Word Pattern Spelling</li> <li>Say and Trace</li> <li>Decodable Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>Readable Books/Letter Patterns Activities Chart</li> <li>Pattern Word Blending</li> <li>Consonant Blending</li> <li>Pattern Word Building</li> <li>Digraphs:-tch, ch</li> <li>Pattern Word Games</li> <li>Reading Tricks</li> <li>Word Building Activity</li> <li>Letter Cards</li> <li>Key Word Cards</li> <li>Unit Worksheets</li> </ul> </li> </ul>
KRF3d: Read common high-frequency words by sight.	<ul style="list-style-type: none"> <li>Decodable Books</li> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>(See titles at end of document.)</li> <li>Power Words</li> </ul>	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FLUENCY</b>		
KRF4: Will engage with emergent level texts and read-alouds to demonstrate comprehension.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Group reading activities.pdf: All reading activities provide opportunities for engagement in group reading. <ul style="list-style-type: none"> <li>- Key details</li> <li>- Identify main topic</li> <li>- Connection between events</li> <li>- Parts of a book</li> <li>- Identifying the author and illustrator</li> <li>- Relating pictures and text</li> <li>- Supporting ideas with reason</li> <li>- Find the similarity between two texts</li> </ul> </li> </ul>
<b>KINDERGARTEN WRITING STANDARDS   KW</b>		
<b>TEXT TYPES AND PURPOSES</b>		
KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <ul style="list-style-type: none"> <li>- Write With Me</li> </ul> </li> </ul>
KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> <li>- Fawn Eyes</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>TEXT TYPES AND PURPOSES</b> <i>continued</i>		
KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	
W5: Begins in Grade 4		
<b>RESEARCH TO PRESENT KNOWLEDGE</b>		
KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	<ul style="list-style-type: none"> <li>• Build Knowledge</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>
KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Step Into the Story</li> <li>• Find an Answer</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> <li>- Andy's Adventures</li> <li>- At Camp</li> <li>- I Go...</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN SPEAKING AND LISTENING STANDARDS   KSL</b>		
<b>COMPREHENSION AND COLLABORATION</b>		
<b>KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</b>		
KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Speaking 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>
KSL1b: Participate in conversations through multiple exchanges.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<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>
KSL1c: Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
KSL2: Participate in a conversation about features of diverse texts and formats	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> <li>My Super Sticky Sandwich</li> <li>Ooey, Goopy Mud</li> <li>The Alligator in the Library</li> <li>Lost Socks</li> <li>Moving Day</li> <li>Mine</li> </ul> </li> </ul>
KSL3: Develop and answer questions to clarify what the speaker says.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up—Five Ws</li> <li>Look at Details</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> <li>My Super Sticky Sandwich</li> <li>Ooey, Goopy Mud</li> <li>The Alligator in the Library</li> <li>Lost Socks</li> <li>Moving Day</li> <li>Mine</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>		
KSL4: Describe familiar people, places, things, and events with detail.	<ul style="list-style-type: none"> <li>Look At Details</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>
KSL5: Create and/or utilize existing visual displays to support descriptions.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>
KSL6: Express thoughts, feelings, and ideas.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>
<b>KINDERGARTEN LANGUAGE STANDARDS   KL</b>		
<b>KNOWLEDGE OF LANGUAGE</b>		
L3: Begins in Grade 2		
<b>VOCABULARY ACQUISITION AND USE</b>		
KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:		
KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	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>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>
KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.	<ul style="list-style-type: none"> <li>Song: More Than One</li> <li>Plural Nouns</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>

# NEW YORK STATE NEXT GENERATION ENGLISH LANGUAGE ARTS LEARNING STANDARDS 2017

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KL5: Explore and discuss word relationships and word meanings.</b>		
KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	<ul style="list-style-type: none"> <li>Sort</li> <li>Make Comparisons</li> <li>Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent.                             <ul style="list-style-type: none"> <li>Object Sort</li> </ul> </li> </ul>
KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> <li>Song: Verbs</li> <li>Book: Opposites</li> <li>Opposites</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                             <ul style="list-style-type: none"> <li>Guess the Opposite</li> </ul> </li> </ul>
KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts	<ul style="list-style-type: none"> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful).                             <ul style="list-style-type: none"> <li>Make Connections</li> </ul> </li> </ul>
KL5d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.	<ul style="list-style-type: none"> <li>Song: Verbs</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.                             <ul style="list-style-type: none"> <li>Shades-of-Meaning Charades</li> </ul> </li> </ul>
KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Activities provide opportunities for students to read, be read to, respond to texts, and to use words and phrases acquired through conversation.	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1ST GRADE ENGLISH LANGUAGE ARTS LEARNING STANDARDS</b>		
<b>1ST GRADE READING STANDARDS</b>		
<b>LITERARY AND INFORMATIONAL TEXT   1R</b>		
<b>Key Ideas and Details</b>		
1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Ask a Question</li> <li>Sum Up—Five Ws</li> <li>Traditional Tales</li> <li>Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Key details.pdf: Ask and answer questions about key details in a text.               <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Anansi and the Seven Yarn Hills</li> <li>Mr. Lucky Straw</li> </ul> </li> <li>Key details_1.pdf: Ask and answer questions about key details in a text.               <ul style="list-style-type: none"> <li>Water is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to be a Scientist Like Jane Goodall</li> <li>I Want to be a Scientist Like George Washington Carver</li> <li>I Want to be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>
1R2: Identify a main topic or central idea in a text and retell important details. (RI&RL)	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Informational Books</li> <li>Traditional Tales</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Identifying the main topic.pdf: Identify the main topic and retell key details of a text.               <ul style="list-style-type: none"> <li>Water is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to be a Scientist Like Jane Goodall</li> <li>I Want to be a Scientist Like George Washington Carver</li> <li>I Want to be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Key Ideas and Details <i>continued</i></b>		
1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters</li> <li>Sum Up—Remember Order</li> <li>Sum Up—Five Ws</li> <li>Traditional Tales</li> <li>Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Describe the story.pdf: Describe characters, settings, and major events in a story, using key details.               <ul style="list-style-type: none"> <li>The Three Little Pigs</li> </ul> </li> </ul>
<b>Craft and Structure</b>		
1R4: Identify specific words that express feelings and senses. (RI&RL)	<ul style="list-style-type: none"> <li>Song: Five Senses</li> <li>Books: Poetry Book 1, Poetry Book 2</li> <li>Traditional Tales</li> <li>Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               <ul style="list-style-type: none"> <li>Lizard and the Painted Rock</li> <li>The Big Mitten</li> <li>The City and the Country Mouse</li> <li>La Tortuga</li> <li>The Shoemaker and the Elves</li> <li>The Brothers</li> <li>The Ugly Duckling</li> </ul> </li> </ul>
1R5: Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)	<ul style="list-style-type: none"> <li>Song: Five Senses</li> <li>Traditional Tales</li> <li>Informational Books</li> </ul> (See titles at end of document.)	<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>
1R6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)	<ul style="list-style-type: none"> <li>Picture Clues</li> <li>Words Tell About the Pictures</li> <li>Picture Story</li> <li>Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.               <ul style="list-style-type: none"> <li>Star Pictures</li> </ul> </li> </ul>



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Integration of Knowledge and Ideas</b>		
1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)	<ul style="list-style-type: none"> <li>• Reading Detective (Build Vocabulary)</li> <li>• Describe Characters</li> <li>• Recall Details</li> <li>• Sum Up—Five Ws</li> <li>• Sum Up—Remember Order</li> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Peek at the Story</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>
1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Recall Details</li> <li>• Sum Up—Five Ws</li> <li>• Sum Up—Remember Order</li> <li>• Traditional Tales</li> <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>
1R9: Make connections between self and text (texts and other people/world). (RI&RL)	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> <li>• Readable Books</li> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
<b>1ST GRADE READING STANDARDS: FOUNDATIONAL SKILLS   1RF</b>		
<b>PRINT CONCEPTS</b>		
<b>1RF1: Demonstrate understanding of the organization and basic features of print.</b>		
1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> <li>• Songs: What Is a sentence?; Capital Letters; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Edit Capitals</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>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHONOLOGICAL AWARENESS</b>		
<b>1RF2a: Count, blend and segment single syllable words that include consonant blends.</b>		
1RF2a: Count, blend and segment single syllable words that include consonant blends.	<ul style="list-style-type: none"> <li>Song: Consonants Together</li> <li>Blend Phonemes</li> <li>Blend Onset/Rime Sounds</li> <li>Blending</li> <li>Blend Every Sound (Phonemes)</li> <li>Blending Dragon</li> <li>Blending Riddles</li> <li>Word Blending</li> <li>Find the Picture</li> <li>Phoneme Segmentation</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> <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>
1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable 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>	
1RF2c: Manipulate individual sounds (phonemes) in single -syllable spoken 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>Letter Sound</li> <li>Say and Trace</li> <li>Sound Room</li> <li>Where Is the Sound?</li> <li>Phoneme Segmentation</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>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHONICS AND WORD RECOGNITION</b>		
<b>1RF3: Know and apply phonics and word analysis skills in decoding words.</b>		
1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).	<ul style="list-style-type: none"> <li>Songs: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip, Chop; Where is a Whale?</li> <li>Word Mastery</li> <li>Sound Room-Digraphs</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Name That Sound</li> <li>Word Pattern Spelling</li> <li>Letter Sound Screening</li> <li>Word Blending</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>
1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).	<ul style="list-style-type: none"> <li>Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>Key Word Match</li> <li>Word Construction</li> <li>Word Pattern</li> <li>Pattern Hunt</li> <li>Word Blending</li> </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>
1RF3c: Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>Songs: Consonants Together; Sneaky Magic E; C and G; Key Words</li> <li>Word Mastery</li> <li>Letter Sound</li> <li>Name That Sound</li> <li>Watch Me Read</li> <li>Key Word Match</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Word Construction</li> <li>Word Pattern Spelling</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>Readable Books/Letter Patterns</li> <li>Pattern Word Blending</li> <li>Consonant Blending</li> <li>Pattern Word Building</li> <li>Digraphs:-tch, ch</li> <li>Pattern Word Games</li> <li>Reading Tricks</li> <li>Word Building Activity</li> <li>Letter Cards</li> <li>Key Word Cards</li> <li>Unit Worksheets</li> </ul> </li> </ul>

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NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1RF3: Know and apply phonics and word analysis skills in decoding words <i>continued</i>.</b>		
1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.	<ul style="list-style-type: none"> <li>Syllables</li> <li>Syllable Safari</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>
1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Compound Words</li> <li>Syllables</li> <li>Syllable Safari</li> <li>Take Away Syllables</li> </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>
1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).	<ul style="list-style-type: none"> <li>Songs: Double the Fun; More Than One; Put It at the End; Let's Compare; Tricky Y to I</li> <li>The Three Sounds of -ED</li> <li>Suffixes</li> <li>Comparatives</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms.                             <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
1RF3g: Read most common high-frequency words by sight.	<ul style="list-style-type: none"> <li>Readable Books</li> <li>Traditional Tales (See titles at end of document.)</li> <li>Word Mastery</li> <li>Power Words</li> <li>Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>Say, Spell, Write</li> <li>Power Word Cards</li> </ul> </li> </ul>
<b>FLUENCY</b>		
<b>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</b>		
1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> <li>Readable Books</li> <li>Traditional Tales (See titles at end of document.)</li> <li>Expression Instruction</li> <li>Fluency Speed</li> </ul>	<ul style="list-style-type: none"> <li>Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>Waterford Books</li> </ul> </li> </ul>
1RF4b: 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>Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>Use-a-clue</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1ST GRADE WRITING STANDARDS   1W</b>		
<b>TEXT TYPES AND PURPOSES</b>		
1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.	<ul style="list-style-type: none"> <li>Play and Practice Tutorial</li> <li>Play and Practice: Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> <li>Opinion Writing Activities</li> </ul> </li> </ul>
1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.	<ul style="list-style-type: none"> <li>Play and Practice Tutorial</li> <li>Play and Practice: Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> <li>Topical Writing Activities</li> </ul> </li> </ul>
1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.	<ul style="list-style-type: none"> <li>Play and Practice Tutorial</li> <li>Play and Practice: Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> <li>Narrative Writing Activities</li> </ul> </li> </ul>
1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).	<ul style="list-style-type: none"> <li>Play and Practice Tutorial</li> <li>Play and Practice: Word Processor</li> </ul>	
W5: Begins in Grade 4		
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>		
1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	<p>Waterford Early Learning includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p> <ul style="list-style-type: none"> <li>Build Knowledge</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>
1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.	<ul style="list-style-type: none"> <li>Build Knowledge</li> <li>Sum Up—Five Ws</li> <li>Sum Up—Remember Order</li> <li>Recall Details</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>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1ST GRADE SPEAKING AND LISTENING STANDARDS   1SL</b>		
<b>COMPREHENSION AND COLLABORATION</b>		
<b>1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).</b>		
1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<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>
1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<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>
1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.	<ul style="list-style-type: none"> <li>Ask a Question</li> <li>Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
1SL1d: Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
1SL2: Develop and answer questions about key details in diverse texts and formats.	<ul style="list-style-type: none"> <li>Ask a Question</li> <li>Recall Details</li> <li>Sum Up—Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Anansi and the Seven Yarn Hills</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.	<p>Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p> <ul style="list-style-type: none"> <li>Ask a Question</li> <li>Recall Details</li> <li>Sum Up—Five Ws</li> </ul>	<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>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>		
1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.	<ul style="list-style-type: none"> <li>Look at Details</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>
1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                             <ul style="list-style-type: none"> <li>Visual Aids and Recording Activity</li> </ul> </li> </ul>
1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> </ul>	<ul style="list-style-type: none"> <li>Sentence production.pdf: All activities in Speaking and Listening provide opportunities to practice producing complete sentences.                             <ul style="list-style-type: none"> <li>Class discussion</li> <li>Conversation building</li> <li>Ask questions</li> <li>Key details</li> <li>Gathering additional information through questions</li> <li>Use relevant details to express ideas and feelings</li> <li>Expressing ideas through pictures</li> </ul> </li> </ul>
<b>1ST GRADE LANGUAGE STANDARDS   1L</b>		
<b>KNOWLEDGE OF LANGUAGE</b>		
L3: Begins in Grade 2		
<b>VOCABULARY ACQUISITION AND USE</b>		
<b>1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</b>		
1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> <li>Book: Animal Bodies</li> <li>Use a Clue</li> <li>Rusty and Rosy's Clues</li> <li>Word Patterns</li> <li>Pattern Hunt</li> <li>Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.                             <ul style="list-style-type: none"> <li>Animal Bodies</li> <li>Star Pictures</li> </ul> </li> <li>Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.                             <ul style="list-style-type: none"> <li>Can Matilda Get the Cheese?</li> <li>What Is in the Tree?</li> <li>Will You Play with Me?</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies</b> <i>continued.</i>		
1L4b: Use frequently occurring affixes as a clue to the meaning of a word.	<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>
1L4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<ul style="list-style-type: none"> <li>Song: Tricky Y to I</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms.                             <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
<b>1L5: Demonstrate understanding of word relationships and nuances in word meanings.</b>		
1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> <li>Book: The Birds, the Beast, and the Bat</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent.                             <ul style="list-style-type: none"> <li>Sorting Objects</li> </ul> </li> </ul>
1L5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<p>All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>Readable Jump-Through (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Defining words.pdf: Define words by category and by one or more key attributes.                             <ul style="list-style-type: none"> <li>Sorting Objects</li> </ul> </li> </ul>
1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Readable Jump-Through (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use.                             <ul style="list-style-type: none"> <li>Making Connections</li> </ul> </li> </ul>
1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Adjectives Describe; Verbs</li> <li>Synonyms</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings.                             <ul style="list-style-type: none"> <li>Shades of Meaning: Verbs and Adjectives</li> </ul> </li> </ul>



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1L5: Demonstrate understanding of word relationships and nuances in word meanings <i>continued</i>.</b>		
1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<p>All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Readable Jump-Through</li> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales</li> </ul> <p>(See titles at end of document.)</p>	
<b>2ND GRADE ENGLISH LANGUAGE ARTS LEARNING STANDARDS</b>		
<b>2ND GRADE READING STANDARDS</b>		
<b>LITERARY AND INFORMATIONAL TEXT   2R</b>		
<b>Key Ideas and Details</b>		
2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up—Five Ws</li> <li>• Sum Up—Remember Order</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Reading Detective (Peek at the Story/Check My Guess)</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>	<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> <li>- Vocabulary Match: Islands and Volcanoes</li> <li>- Vocabulary Match: Tornadoes</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Key Ideas and Details <i>continued</i></b>		
<p>2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&amp;RL)</p>	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up—Remember Order</li> <li>• Map the Story</li> </ul>	<ul style="list-style-type: none"> <li>• 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> </ul> </li> <li>• Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> <li>- Why Wind and Water Fight</li> <li>- The Snow Lion</li> <li>- How Rivers Began</li> <li>- The Story of Tong and Mai Nhia</li> </ul> </li> </ul>
<p>2R3: In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)</p>	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters: Why Wind and Water Fight</li> <li>• Map the Story</li> <li>• Sum Up—Remember Order</li> <li>• Sum Up—Five Ws</li> <li>• Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> <li>• Build Knowledge</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> <li>- What if You Were an Octopus?</li> <li>- Why Wind and Water Fight</li> </ul> </li> <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>- The Courage to Learn</li> <li>- Discovering Dinosaurs</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Craft and Structure</b>		
2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)	<ul style="list-style-type: none"> <li>• Expression: Phrases</li> <li>• Books: Poetry Book 1; Poetry Book 2; Bad News Shoes; I Hate Peas; Movin' to the Music; Water</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> <li>- Poetry Book 1</li> <li>- Poetry Book 2</li> <li>- Bad News Shoes</li> <li>- Movin' to the Music Time</li> <li>- Winter Snoozers</li> </ul> </li> </ul>
2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)	<ul style="list-style-type: none"> <li>• Song: Reading Detective (Map the Story)</li> <li>• Sum Up—Remember Order</li> <li>• Map the Story</li> </ul>	
2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)	<ul style="list-style-type: none"> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up—Remember Order</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> </ul> </li> </ul>
<b>Integration of Knowledge and Ideas</b>		
2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)	<ul style="list-style-type: none"> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up—Remember Order</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> <li>- 27 Online books to demonstrate understanding characters, setting, and plot.</li> </ul> </li> <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>
2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL)	<ul style="list-style-type: none"> <li>• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book</li> </ul>	<ul style="list-style-type: none"> <li>• 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>
2R9: Make connections between self and text (texts and other people/world). (RI&RL)	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul>	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2ND GRADE READING STANDARDS: FOUNDATIONAL SKILLS   2RF</b>		
<b>PRINT CONCEPTS</b>		
RF1: There is not a grade 2 standard for this concept. Please see preceding grades for more information.		
<b>PHONOLOGICAL AWARENESS</b>		
RF2: There is not a grade 2 standard for this concept. Please see preceding grades for more information.		
<b>PHONICS AND WORD RECOGNITION</b>		
<b>2RF3: Know and apply phonics and word analysis skills in decoding words.</b>		
2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Readable Word Play</li> <li>Guess the Word</li> <li>Mystery Word Pinball</li> <li>Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>Lesson 1: /ā/</li> <li>Lesson 2: /ō/</li> <li>Lesson 3: /ī/</li> <li>Lesson 3: /ū/</li> </ul> </li> <li>Readable Check Sheets</li> </ul>
2RF3b: Decode short and long vowel sounds in two-syllable words.	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Readable Word Play</li> <li>Word Recognition</li> <li>Power Words</li> <li>Automatic 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>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> <li>Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>Lesson 1: /ā/</li> <li>Lesson 2: /ō/</li> <li>Lesson 3: /ī/</li> <li>Lesson 3: /ū/</li> </ul> </li> <li>Readable Check Sheets</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2RF3: Know and apply phonics and word analysis skills in decoding words <i>continued</i>.</b>		
2RF3c: Decode regularly spelled two-syllable words.	<ul style="list-style-type: none"> <li>Word Recognition</li> <li>Automatic Word Recognition</li> <li>Power Words</li> <li>Readable Books</li> <li>Read-Along Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels.                             <ul style="list-style-type: none"> <li>Fluency Check Sheets</li> </ul> </li> </ul>
2RF3d: Recognize and identify root words and common suffixes and prefixes.	<ul style="list-style-type: none"> <li>Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun</li> <li>Prefixes</li> <li>Suffixes</li> <li>Comparatives</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>Prefix and suffix.pdf: Decode words with common prefixes and suffixes.                             <ul style="list-style-type: none"> <li>Lesson 30: Prefixes and Suffixes</li> <li>Invent a Word: Prefixes</li> <li>Build a Word: Prefixes</li> <li>Past Tense Verb</li> <li>Prefixes</li> <li>Suffixes</li> </ul> </li> </ul>
2RF3e: Read all common high-frequency words by sight.	<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</li> <li>(See titles at end of document.)</li> <li>Word Recognition</li> <li>Power Words</li> </ul>	
<b>FLUENCY</b>		
<b>2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</b>		
2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> <li>Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> <li>Read-Along Books</li> <li>Fluency, Speed, and Comprehension Books</li> <li>Informational Books</li> <li>Readable Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>Fluency Check Sheets</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension <i>continued</i>.</b>		
2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary	<ul style="list-style-type: none"> <li>• Use a Clue</li> <li>• Mystery Words</li> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Using the root word to determine meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
<b>2ND GRADE WRITING STANDARDS   2W</b>		
<b>TEXT TYPES AND PURPOSES</b>		
<p>2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.</p> <p>PLEASE NOTE: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student's opinion could be "I like cupcakes." A student's claim could be "Cupcakes are the best snack." A student's argument could be "Cupcakes are the best snack because..." with supporting reasons and evidence.</p>	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> <li>- Bad News Shoes</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul> </li> </ul>
<p>2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>TEXT TYPES AND PURPOSES</b> <i>continued</i>		
2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including 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 Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> <li>- 15 Story examples with suggestions for student writing.</li> </ul> </li> </ul>
2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	
W5: Begins in Grade 4		
2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	<p>Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p> <ul style="list-style-type: none"> <li>• Build Knowledge</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>
2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> <li>- All on the Same Earth</li> <li>- The Bee's Secret</li> </ul> </li> </ul>
<b>2ND GRADE SPEAKING AND LISTENING STANDARDS   2SL</b>		
<b>COMPREHENSION AND COLLABORATION</b>		
<b>2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</b>		
2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.	<p>Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p>	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play <i>continued</i>.</b>		
2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<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>
2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.		<ul style="list-style-type: none"> <li>Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion.                             <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
2SL1d: Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
2SL2: Recount or describe key ideas or details of diverse texts and formats.	<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>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>45 Online books for listening for key ideas and details</li> </ul> </li> </ul>
2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).		<ul style="list-style-type: none"> <li>Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                             <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>		
2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<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>
2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>Writing Introduction</li> <li>Word Processor Tutorial</li> <li>Word Processor</li> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> <i>continued</i>		
2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences. <ul style="list-style-type: none"> <li>Class discussion</li> <li>Conversation building</li> <li>Ask questions</li> <li>Key details</li> <li>Gathering additional information through questions</li> <li>Story telling</li> <li>Creating stories</li> </ul> </li> </ul>
<b>2ND GRADE LANGUAGE STANDARDS   2L</b>		
<b>KNOWLEDGE OF LANGUAGE</b>		
<b>2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>		
2L3a: Compare academic and conversational uses of English.	Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	<ul style="list-style-type: none"> <li>Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>
<b>VOCABULARY ACQUISITION AND USE</b>		
<b>2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</b>		
2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> <li>Vocabulary Introduction: Present; Definitions; Matching</li> <li>Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi's Perimeter</li> <li>Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus</li> <li>Rusty and Rosy's Clues</li> <li>Use a Clue</li> </ul>	<ul style="list-style-type: none"> <li>Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> <li>Can Matilda Get the Cheese?</li> <li>What Is in the Tree?</li> <li>Will You Play With Me?</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies</b> <i>continued.</i>		
2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	<ul style="list-style-type: none"> <li>Song: Put It at the Front; Key Words</li> <li>Prefixes</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>
2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<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>
2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<ul style="list-style-type: none"> <li>Songs: Compound Words; Key Words</li> <li>Compound Words</li> </ul>	
2L4e: Use glossaries and beginning dictionaries to determine or clarify the 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>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>
<b>2L5: Demonstrate understanding of word relationships and nuances in word meanings.</b>		
2L5a: Identify real-life connections between words and their use.	<ul style="list-style-type: none"> <li>Vocabulary: Introduction; Present; Definitions; Matching</li> <li>Song: Adjectives Describe</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>Word Card Activity</li> </ul> </li> </ul>
2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).	<ul style="list-style-type: none"> <li>Vocabulary: Introduction; Present; Definitions; Matching</li> <li>Song: Adjectives Describe</li> <li>Adjectives</li> </ul>	

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<b>2L5: Demonstrate understanding of word relationships and nuances in word meanings <i>continued</i>.</b>		
2L5c: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<ul style="list-style-type: none"> <li>Song: Synonym Tree</li> <li>Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs.                             <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> </ul>
2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>Songs: Adjectives Describe; Adverbs</li> <li>Adjectives</li> <li>Adverbs</li> <li>Read-Along Books</li> <li>Fluency, Speed, and Comprehension Books</li> <li>Informational Books</li> <li>Readable Books</li> </ul> <p>(See titles at end of document.)</p>	
<b>CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING: GRADE BAND SKILLS</b>		
<b>PREKINDERGARTEN-GRADE 2</b>		
<b>CORE CONVENTIONS SKILLS FOR PREKINDERGARTEN → GRADE 2</b>		
<b>ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</b>		
Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Alphabet Introduction (Distinguish Letters)</li> <li>Similarities and Differences in Letters</li> <li>Letter Match (Alphabet Review)</li> </ul>	<ul style="list-style-type: none"> <li>Printing upper- and lowercase.pdf: Print many upper and lowercase letters.                             <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter</li> <li>Letter Picture Handwriting</li> </ul> </li> <li>Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters.                             <ul style="list-style-type: none"> <li>Letter Picture Handwriting</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages <i>continued</i> .		
Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs; More than One</li> <li>Nouns</li> <li>Verbs</li> <li>Plural Nouns</li> </ul>	
Use common, proper, and possessive nouns.	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Nouns</li> <li>Nouns</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>Skill Builder Song: “Nouns”</li> <li>Nouns</li> </ul> </li> </ul>
Use collective nouns (e.g., group).	<ul style="list-style-type: none"> <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>
Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).	<ul style="list-style-type: none"> <li>Songs: Nouns; More Than One</li> <li>Nouns</li> <li>Plural Nouns</li> </ul>	
Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).	<ul style="list-style-type: none"> <li>Song: Strange Spelling</li> <li>Book: Moose Are Not Meese</li> <li>Irregular Plurals</li> <li>Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>Moose are Not Meese</li> <li>Plural Nouns</li> </ul> </li> </ul>
Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).	<ul style="list-style-type: none"> <li>Songs: Nouns; More Than One</li> <li>Nouns</li> <li>Plural Nouns</li> <li>What is a Sentence?</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>
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<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>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages <i>continued</i> .		
Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> <li>Songs: What is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> <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> <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>
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves)	<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> <li>Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>Reflexive Pronouns</li> </ul> </li> </ul>
Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)	<ul style="list-style-type: none"> <li>Songs: It Happened Yesterday; Verbs</li> <li>Verbs</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> <li>Verbs</li> </ul> </li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages <i>continued</i> .		
Use frequently occurring adjectives. → Use adjectives or adverbs appropriately	<ul style="list-style-type: none"> <li>Songs: Adverbs; Adjectives Describe</li> <li>Adverbs</li> <li>Adjectives</li> <li>Revise: Add Details; Use Interesting Words</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives.pdf: Use frequently occurring adjectives.                             <ul style="list-style-type: none"> <li>Who Am I?</li> <li>Adjectives</li> </ul> </li> <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>
Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally)		<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>
Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).	<ul style="list-style-type: none"> <li>Songs: What Is a sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentences.pdf: Produce and expand complete sentences in shared language activities.                             <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> <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> <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>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CORE PUNCTUATION AND SPELLING SKILLS FOR PREKINDERGARTEN → GRADE 2</b>		
<b>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages)</b>		
Attempt to write symbols or letters to represent words.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Alphabet Introduction (Distinguish Letters)</li> <li>Similarities and Differences in Letters</li> <li>Letter Match (Alphabet Review)</li> </ul>	<ul style="list-style-type: none"> <li>Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter</li> <li>Letter Picture Handwriting</li> </ul> </li> </ul>
<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>→ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>→ Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy)</p>	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Songs: Double the Fun; Bossy Mr. R; Vowels Side By Side; Silent Letters</li> <li>Power Words</li> <li>Spelling Instruction</li> <li>Spelling Exploration</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Editing: Check Spelling; Check Tricky Spellings</li> <li>Word Pattern</li> <li>Word Pattern Spelling</li> <li>Spell and Blend</li> <li>Word Blending</li> <li>Say and Trace</li> <li>Spelling Scramble</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> <li>Barnyard Bash</li> </ul>	<ul style="list-style-type: none"> <li>Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> <li>Spelling by Sound Activity</li> </ul> </li> <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>Spelling by Sound Activity</li> </ul> </li> <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> <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>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages) <i>continued</i> .		
Write a letter or letters for most consonant and short-vowel sounds (phonemes)	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> <li>Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter</li> <li>Letter Picture Handwriting</li> </ul> </li> </ul>
Consult reference materials as needed 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>Consulting reference materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <ul style="list-style-type: none"> <li>Vocabulary Dictionary</li> </ul> </li> </ul>
Recognize and name end punctuation. → Use end punctuation for sentences	<ul style="list-style-type: none"> <li>Songs: What is a Sentence?; Sentence Marks</li> <li>Sentence Marks</li> <li>Sentences</li> <li>Edit End Punctuation</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> <li>Punctuation.pdf: Use end punctuation for sentences.</li> <li>A Closer Look</li> <li>What's My Sentence?</li> <li>Sentence Strips</li> <li>Punctuation</li> <li>Sentences</li> </ul> </li> </ul>
Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> </ul>



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages) <i>continued</i>		
Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> <li>Songs: Comma, Comma, Comma; What is a Sentence?; Sentence Marks</li> <li>Edit Commas</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Commas.pdf: Use commas in dates and to separate single words in a series.                             <ul style="list-style-type: none"> <li>Commas</li> </ul> </li> </ul>
Use an apostrophe to form contractions and frequently occurring possessives	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Contraction Action</li> <li>Contractions</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.                             <ul style="list-style-type: none"> <li>Contractions</li> <li>Possessive Nouns</li> </ul> </li> </ul>

## 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; 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; 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.

All Waterford books and many of the resources available to families at [waterford.mentor.org](https://waterford.mentor.org) can be found in Spanish or with Spanish support.

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