

CURRICULUM *Correlation*



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

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| OKLAHOMA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| KINDERGARTEN | | |
| STANDARD 1: Listening and Speaking: Students will listen and speak effectively in a variety of situations. | | |
| Listening: Students will develop and apply effective communication skills through active listening. | | |
| K.1.L.1 Students will actively listen using agreed-upon discussion rules with prompting. | | <ul style="list-style-type: none"> Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Speaking and Listening—Taking Turns |
| K.1.K.2 Students will follow simple one- and two-step oral directions. | While interacting with Waterford, children listen to and follow multi-step directions. | |
| Speaking: Students will develop and apply effective communication skills to share ideas through speaking. | | |
| K.1.S.1 Students will work respectfully with peers with prompting. | | <ul style="list-style-type: none"> Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Speaking and Listening—Taking Turns |
| K.1.S.3 Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting. | | <ul style="list-style-type: none"> Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> Speaking and Listening—Taking Turns |
| K.1.S.3 Students will ask and answer relevant questions with prompting. | | <ul style="list-style-type: none"> Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> My Super Sticky Sandwich Ooey, Goopy Mud The Alligator in the Library Lost Socks Moving Day Mine |
| K.1.S.4 Students will orally describe personal interests or tell stories to peers and adults using agreed-upon rules (e.g., taking turns, staying on topic). | | <ul style="list-style-type: none"> Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> My Favorite Things |

| OKLAHOMA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| STANDARD 2: Reading and Writing Foundations: Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text. | | |
| Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text. | | |
| K.2.PA.1 Students will count one-syllable and multisyllabic spoken words in a sentence (e.g., I see an elephant.). | <ul style="list-style-type: none"> Segment Spoken Sentences Look, Listen, and Match | |
| K.2.PA.2 Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word. | <ul style="list-style-type: none"> Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme Rhyming Words Sing a Rhyme Songs/Books (See titles at end of document) | |
| K.2.PA.3 Students will isolate and pronounce initial and final sounds in spoken words. | <ul style="list-style-type: none"> Initial Sound Right Initial Sound Final Sound Right Final Sound | |
| K.2. PA.4 Students will count, segment, and blend syllables in spoken words. | <ul style="list-style-type: none"> Syllable Syllable Safari Take Away Syllables | |
| K.2.PA.5 Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: /j/ + og = jog; segmenting: cat = /c/+ at). | <ul style="list-style-type: none"> Blend Onset/Rime Sounds Blending Blending Riddles Phoneme Segmentation Blending Dragon Blend Individual Phonemes Find the Picture | |
| K.2.PA.6 Students will blend phonemes to form one-syllable spoken words with 2-4 phonemes (e.g., /f/ /l/ /a/ /t/= flat). | <ul style="list-style-type: none"> Blend Onset/Rime Sounds Blending Blending Riddles Blending Dragon Blend Individual Phonemes Find the Picture | |

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| Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text <i>continued</i>. | | |
| K.2.PA.7 Students will segment phonemes in one-syllable spoken words with 2-4 phonemes (e.g., flat = /f/ /l/ /a/ /t/). | <ul style="list-style-type: none"> Phoneme Segmentation Segment Onset/Rime | <ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. <ul style="list-style-type: none"> Segmenting What's My Name? Sound Sorting Win the Card No First Sound |
| Print Concepts: Students will demonstrate their understanding of the organization and basic features of print. | | |
| K.2.PC.1 Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment. | <ul style="list-style-type: none"> Words in Your World | |
| K.2.PC.2 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book. | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. | <ul style="list-style-type: none"> Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? A Story In the Snow |
| K.2.PC.3 Students will recognize that print moves from top to bottom, left to right, and front to back. | 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"> Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> Print Directionality |
| K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces | <ul style="list-style-type: none"> Print Concepts Letters Make Words | <ul style="list-style-type: none"> Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> Print Concepts |
| K.2.PC.5 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark) with prompting. | <ul style="list-style-type: none"> Song: What Is a Sentence? Sentences | <ul style="list-style-type: none"> Sentence features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> Sentence Strips Language Concepts |

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| Print Concepts: Students will demonstrate their understanding of the organization and basic features of print <i>continued</i>. | | |
| K.2.PC.6 Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly. | <ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Letter Match (Alphabet Review) • Name Game (What's Your Name?) | <ul style="list-style-type: none"> • Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting |
| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation. | | |
| K.2.PWS.1 Students will name all uppercase and lowercase letters. | <ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Letter Match (Alphabet Review) • Pick the Letter (Letter Checker) • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter • Name Game (What's Your Name?) | <ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz) |
| K.2.PWS.2 Students will sequence the letters of the alphabet. | <ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) | |
| K.2.PWS.3 Students will produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ & /ā/, f = /f/, s = /s/, x = /ks/). | <ul style="list-style-type: none"> • Songs: Mama Squirrel's Sound Song; Apples and Bananas; Old MacDonald's Vowel Song; Consonants • Letter Sound Songs • Sound Room • Letter Sound • Name That Letter Sound • Letter Sound Screening • Choose a Sound | <ul style="list-style-type: none"> • Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards • 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"> - Capital Letter Formation - Lowercase Letter Formation |

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| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued</i>. | | |
| K.2.PWS.4 Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words (e.g., VC words = at, in, up; CVC words = pat, hen, lot). | <ul style="list-style-type: none"> • Blending • Blend Every Sound • Blending Riddles • Blending Dragon • Letter Sound • Blend Individual Phonemes • Find the Picture | <ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity |
| Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills. | | |
| K.2.SE.1 Students will represent major consonants logically in phonetic spelling (e.g., “lefnt” for elephant or “apl” for apple). | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound | <ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity |
| K.2.SE.2 Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., “kat” for cat or “fer” for fur). | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound | <ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity |
| Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression. | | |
| K.2.F.1 Students will read their first and last name in print. | <ul style="list-style-type: none"> • Name Game (What’s Your Name?) | |
| K.2.F.2 Students will recite familiar texts (e.g., rhymes, songs, poetry, etc.). | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Decodable Books (See titles at end of document.) | |

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| Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression <i>continued</i>. | | |
| K.2.F.3 Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity. | <ul style="list-style-type: none"> Sing a Rhyme Songs/Books Read with Me Books Decodable Books (See titles at end of document.) Power Words Vocabulary | |
| STANDARD 2: Reading and Writing Process: Students will use a variety of recursive reading and writing processes. | | |
| Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts. | | |
| K.2.R.1 Students will identify the topic or main idea with a supporting detail of a text with prompting. | <ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Describe Characters Sum Up: Five W's Sum Up: Remember Order Look at Details | <ul style="list-style-type: none"> Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Seeing Fingers What Is a Cloud? Legs |
| K.2.R.2 Students will discriminate between fiction and nonfiction text with prompting. | <ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Decodable Books (See titles at end of document.) | <ul style="list-style-type: none"> Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> Lost Socks Lumpy Mush Three Little Kittens The Alligator in the Library Garden Visitors |
| K.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story with prompting. | <ul style="list-style-type: none"> Sum Up: Remember Order What Comes Next? First, Next, and Last Sum Up: Five Ws | <ul style="list-style-type: none"> Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> 21 stories with suggested discussions to identify characters, settings, or major events |
| K.2.R.4 Students will begin to retell facts and details from an informational text. | <ul style="list-style-type: none"> Build Knowledge Informational Books (See titles at end of document.) Find an Answer Sum up: Five Ws Look at Details | <ul style="list-style-type: none"> Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> Seeing Fingers What Is a Cloud? Legs |

| OKLAHOMA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing. | | |
| K.2.W.1 Students will express themselves through drawing and emergent writing. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> My Favorite Things |
| K.2.W.2 Students will sequence the action or details of stories/texts with prompting. | <ul style="list-style-type: none"> First, Next, and Last What Comes Next? Sum Up: Remember Order | |
| K.2.W.3 Students will use appropriate spacing between letters and words in emergent writing. | <ul style="list-style-type: none"> Print Concepts | <ul style="list-style-type: none"> Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> Print Concepts |
| K.2.W.4 Students will add to their drawing and emergent writing. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> My Favorite Things |
| K.2.W.5 Students will share their stories/texts with authentic audiences | | <ul style="list-style-type: none"> Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> My Favorite Things |
| STANDARD 3: Critical Reading and Writing: Students will apply critical thinking skills to reading and writing. | | |
| Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres. | | |
| K.3.R.1 Students will describe the roles of an author and illustrator in various texts. | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. | <ul style="list-style-type: none"> Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? A Story In the Snow |
| K.3.R.2 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting. | <ul style="list-style-type: none"> Describe Characters Look At Details Sum Up: Five Ws Find an Answer | <ul style="list-style-type: none"> Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> 21 stories with suggested discussions to identify characters, settings, or major events |

| OKLAHOMA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres <i>continued</i> . | | |
| K.3.R.3 Students will describe characters and setting in a story with prompting. | <ul style="list-style-type: none"> Describe Characters Look At Details Sum Up: Five Ws Picture Clues Find an Answer | <ul style="list-style-type: none"> Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> 21 stories with suggested discussions to identify characters, settings, or major events |
| Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences. | | |
| K.3.W Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | |
| STANDARD 4: Vocabulary: Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively. | | |
| Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion. | | |
| K.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting. | <ul style="list-style-type: none"> Songs: All Sorts of Laundry; Same and Different Book: Buttons, Buttons Sort Make Comparisons Look at Details | <ul style="list-style-type: none"> 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"> Object Sort |
| K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences. | <ul style="list-style-type: none"> Song: Look for a Clue Read with Me Books Sing a Rhyme Songs/Books Informational Books Decodable Books (See titles at end of document.) Picture Clues Use a Clue | <ul style="list-style-type: none"> Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> Use-a-clue |
| K.4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge. | 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. | |

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| Writing: Students will apply knowledge of vocabulary to speak and write effectively. | | |
| K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks | <ul style="list-style-type: none"> Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> Making Up Sentences |
| K.4.W.2 Students will use language according to purpose in shared writing experiences | All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts. | |
| STANDARD 5: Language: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively. | | |
| Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts. | | |
| K.5.R.1 Students will recognize simple sentences with prompting. | <ul style="list-style-type: none"> Song: What Is a Sentence? Sentences | <ul style="list-style-type: none"> Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> Making Up Sentences |
| K.5.R.2 Students will recognize parts of speech in sentences with prompting: -concrete objects as persons, places, or things (i.e., nouns) -words as actions (i.e., verbs) -color and size adjectives -the pronoun I -spatial and time relationships such as up, down, before, and after | <ul style="list-style-type: none"> Songs: Nouns; Verbs; Adjectives Describe; Pronouns; Positioning; Monster Trucks; Get Over the Bugs Book: Up in the Air Nouns Verbs Adjectives First, Middle, Last Top, Beside, and Bottom Inside, Outside, Between Over, Under, and Through Above, Below, Next to, On | |
| Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate. | | |
| K.5.W.1 Students will begin to compose simple sentences that begin with a capital letter and conclude with an end mark. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks | <ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> "I Like Kites" Punctuation |
| K.5.W.2 Students will capitalize their first name and the pronoun I with prompting. | <ul style="list-style-type: none"> Song: Capital Letters Name Game (What's Your Name?) | <ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> "I Like Kites" Punctuation |

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| Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate <i>continued</i>. | | |
| K.5.W.3 Students will recognize and begin to use periods, question marks, and exclamation points. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentence Marks | <ul style="list-style-type: none"> Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> “I Like Kites” Punctuation |
| STANDARD 6: Research: Students will engage in inquiry to acquire, refine, and communicate accurate information. | | |
| Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge. | | |
| K.6.R.1 Students will identify relevant pictures, charts, grade-level texts, or people as sources of information on a topic of interest. | <ul style="list-style-type: none"> Build Knowledge Informational Books (See titles at end of document.) Science Investigation | <ul style="list-style-type: none"> 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"> Andy’s Adventures At Camp I Go... Together Opposites |
| K.6.R.2 Students will identify and use graphic and text features to understand texts: -photos -illustrations -titles | <ul style="list-style-type: none"> Song: Use a Clue Picture Clues Words Tell About the Pictures Build Knowledge Peek at the Story | <ul style="list-style-type: none"> Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess |
| Writing: Students will synthesize information ethically through speaking and writing. | | |
| K.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting. | <ul style="list-style-type: none"> Build Knowledge Informational Books (See titles at end of document.) Science Investigation | <ul style="list-style-type: none"> 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"> Andy’s Adventures At Camp I Go... Together Opposites |

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| Writing: Students will synthesize information ethically through speaking and writing <i>continued</i>. | | |
| K.6.W.2 Students will find information from provided sources during group research with prompting. | <ul style="list-style-type: none"> • Build Knowledge • Informational Books (See titles at end of document.) • Science Investigation | <ul style="list-style-type: none"> • 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"> - Andy's Adventures - At Camp - I Go... - Together - Opposites |
| K.6.W.3 Students will share relevant information for various purposes with prompting | | <ul style="list-style-type: none"> • Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things |
| STANDARD 7: Multimodal Literacies: Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content. | | |
| Reading: Students will comprehend and evaluate multimodal content. | | |
| K.7.R Students will explore ideas and topics in multimodal content. | <ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) • Build Knowledge | <ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goopy Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine |
| Writing: Students will create multimodal content to communicate effectively. | | |
| K.7.W Students will combine movement with relevant props, images, or illustrations to support their writing and speaking. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> - My Favorite Things |

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| STANDARD 8: Independent Reading and Writing: Students will read and write independently for a variety of purposes and periods of time. | | |
| Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes. | | |
| K.8.R Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts. | Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors. | |
| Writing: Students will write independently, intentionally selecting modes, purposes, and audiences. | | |
| K.8.W Students will express their ideas using a combination of drawing and emergent writing with prompting. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> My Favorite Things |
| GRADE 1 | | |
| STANDARD 1: Listening and Speaking: Students will listen and speak effectively in a variety of situations. | | |
| Listening: Students will develop and apply effective communication skills through active listening. | | |
| 1.1.L.1 Students will actively listen using agreed-upon discussion rules. | | <ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity |
| 1.1.L.2 Students will follow simple two- and three-step oral directions. | While interacting with Waterford, children listen to and follow multi-step directions. | |
| Speaking: Students will develop and apply effective communication skills to share ideas through speaking. | | |
| 1.1.S.1 Students will work respectfully with peers. | | <ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity |
| 1.1.S.2 Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups. | | <ul style="list-style-type: none"> Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> Discussion Rules Activity |
| 1.1.S.3 Students will ask and answer relevant questions to seek help or get information to confirm understanding. | | <ul style="list-style-type: none"> Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> Ask and Answer Activity |

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| Speaking: Students will develop and apply effective communication skills to share ideas through speaking <i>continued</i>. | | |
| 1.1.S.4 Students will orally describe people, places, things, and events with relevant details expressing their ideas. | | <ul style="list-style-type: none"> Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> Ask and Answer Activity |
| STANDARD 2: Reading and Writing Foundations: Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text. | | |
| Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text. | | |
| 1.2.PA.1 Students will count, segment, blend, and delete syllables in spoken words. | <ul style="list-style-type: none"> Song: Compound Words Blend Spoken Syllables Syllable Syllable Safari Take Away Syllables | |
| 1.2.PA.2 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ at = chat). | <ul style="list-style-type: none"> Blend Onset/Rime Sounds Segment Onset/Rime | |
| 1.2.PA.3 Students will isolate and pronounce medial sounds in spoken words. | <ul style="list-style-type: none"> Phoneme Substitution: Medial Sound Where Is the Sound? | <ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> Segmenting: First Phoneme Segmenting: Last Phoneme Phoneme Categorization |
| 1.2.PA.4 Students will blend phonemes to form spoken words with 4-6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = string). | <ul style="list-style-type: none"> Song: Consonants Together Blend Phonemes Blending Blend Onset/Rime Sounds Blend Every Sound (Phonemes) Blending Dragon | <ul style="list-style-type: none"> Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> Blending: Onset-Rime Phoneme Blending Sound Sense Bingo Cards |
| 1.2.PA.5 Students will segment phonemes in spoken words with 4-6 phonemes into individual phonemes (e.g., string = /s/ /t/ /r/ /i/ /ng/). | <ul style="list-style-type: none"> Phoneme Segmentation | <ul style="list-style-type: none"> Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> Counting Individual Phonemes Phoneme Segmentation Sound Sense Playing Cards |

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| Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text <i>continued</i>. | | |
| 1.2.PA.6 Students will add, delete, and substitute phonemes in one-syllable spoken words with 3-5 phonemes (e.g., add /c/ to the beginning of at to say cat; delete the /p/ from pin, to say in; substitute the /o/ in stop with /e/ to say step). | <ul style="list-style-type: none"> Phoneme Substitution Phoneme Eliminator Letter Sound Eliminator Letter Sounds Deletion Barnyard Bash Circus Clown Climbers One, Two, Three Sounds | |
| Print Concepts: Students will demonstrate their understanding of the organization and basic features of print. | | |
| 1.2.PC.1 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark). | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks | <ul style="list-style-type: none"> Sentence features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> Sentence Strips Language Concepts |
| 1.2.PC.2 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression. | <p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion.</p> <ul style="list-style-type: none"> Print Concepts Letter Trace (Letter Picture Writing) | <ul style="list-style-type: none"> Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> Print Concepts |
| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation. | | |
| 1.2.PWS.1 Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: | <ul style="list-style-type: none"> Songs: Consonants Together; Sneaky Magic E Letter Sound Name That Sound Key Word Match Pattern Hunt Word Construction | <ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Pattern Word Blending Consonant Blending Pattern Word Building Digraphs:-tch, ch Pattern Word Games Reading Tricks Word Building Activity Letter Cards |

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| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued.</i> | | |
| 1.2.PWS.1a. single consonants (e.g., b = /b/, f = /f/, t = /t/) | <ul style="list-style-type: none"> Song: Mama Squirrel's Sound Letter Sound Songs Sound Room Letter Sound Name That Letter Sound Letter Sound Screening | |
| 1.2.PWS.1b. short vowel sounds (i.e., ä, ě, ĭ, ŏ, ŭ) | <ul style="list-style-type: none"> Songs: Apples and Bananas; Old MacDonald's Vowel Song | |
| 1.2.PWS.1c. consonant blends (e.g., bl, br, cr) | <ul style="list-style-type: none"> Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where is a Whale? Word Mastery Pattern Hunt Name That Sound Letter Sound Screening Word Blending Say and Trace | |
| 1.2.PWS.1d. consonant digraphs and trigraphs (e.g., sh, tch) | <ul style="list-style-type: none"> Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Where is a Whale? Word Mastery Sound Room-Digraphs Pattern Hunt Name That Sound Word Pattern Spelling Word Blending | <ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun! |
| 1.2.PWS.1e. vowel-consonant-silent e (e.g., lake) | <ul style="list-style-type: none"> Song: Sneaky Magic E Word Construction Word Pattern | <ul style="list-style-type: none"> Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> Pattern Word Building Word Study Introduction Spelling |
| 1.2.PWS.1f. r-controlled vowels (i.e., ar, er, ir, or, ur) | <ul style="list-style-type: none"> Song: Bossy Mr. R Identify r-Controlled Vowel Words | |

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| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued.</i> | | |
| 1.2.PWS.1g. vowel digraphs (e.g., ea, oa, ee) | <ul style="list-style-type: none"> Songs: Eensy, Weensy Mouse; Vowels Side by Side Key Word Match Word Construction Word Pattern Pattern Hunt Word Blending Word Mastery Mystery Words | <ul style="list-style-type: none"> Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> Pattern Word Building Word Study Introduction Spelling |
| 1.2.PWS.2 Students will decode words by applying knowledge of syllable types in one-syllable words: | <ul style="list-style-type: none"> Decode Using the Six Syllable Types | |
| 1.2.PWS.2a. closed | <ul style="list-style-type: none"> Decode CVC Syllable Words Decode Open and Closed Syllable Words | |
| 1.2.PWS.2b. open | <ul style="list-style-type: none"> Decode Open Syllable Words Decode Open and Closed Syllable Words | |
| 1.2.PWS.3 Students will decode words by applying knowledge of structural analysis: | <ul style="list-style-type: none"> Songs: Put It at the Front; Put It at the End Prefixes Suffixes | <ul style="list-style-type: none"> Prefix and suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> Lesson 30: Prefixes and Suffixes Invent a Word: Prefixes Build a Word: Prefixes Past Tense Verb Prefixes Suffixes |
| 1.2.PWS.3a. compound words | <ul style="list-style-type: none"> Song: Compound Words Syllables Take Away Syllables Compound Words | |
| 1.2.PWS.3b. inflectional endings (e.g., -s, -ed, -ing) | <ul style="list-style-type: none"> Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare Suffixes Comparatives | <ul style="list-style-type: none"> Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> Pattern Word Building: Double the Letter Language Concept: Plural Nouns |

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| Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills. | | |
| 1.2.SE.1 Students will use correct spelling when writing the following sounds in words: | <ul style="list-style-type: none"> • Spelling • Spelling Patterns • All-star Spelling • Spelling Scramble • Make and Spell • Spelling Exploration • Word Pattern Spelling | |
| 1.2.SE.1a. consonants | <ul style="list-style-type: none"> • Songs: Mama Squirrel's Sound Song • Letter Sound Songs • Sound Room • Letter Sound • Name That Letter Sound • Letter Sound Screening • Spelling • Make and Spell | <ul style="list-style-type: none"> • 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"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting |
| 1.2.SE.1b. short vowels | <ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald's Vowel Song; Mama Squirrel's Sound Song • Sound Room • Letter Sound • Name That Letter Sound • Make and Spell • Spelling | <ul style="list-style-type: none"> • 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"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting |
| 1.2.SE.1c. digraphs | <ul style="list-style-type: none"> • Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale? • Letter Sound • Name That Sound • Word Construction • Make and Spell • Word Pattern Spelling • Sound Room-Digraphs • Spell and Blend • Letter Sound Screening • Word Mastery | <ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun! |

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| Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills <i>continued</i> . | | |
| 1.2.SE.1d. consonant blends | <ul style="list-style-type: none"> Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale? Letter Sound Name That Sound Word Construction Word Pattern Spelling Sound Room Make and Spell Spell and Blend Letter Sound Screening Word Mastery Spelling | <ul style="list-style-type: none"> Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> Blending: Onset-Rime Phoneme Blending Sound Sense Bingo Cards |
| 1.2.SE.1e. vowel-consonant-silent e | <ul style="list-style-type: none"> Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side Key Word Match Word Construction Word Pattern Pattern Hunt Word Blending Word Mastery Mystery Words Spelling Make and Spell | <ul style="list-style-type: none"> Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> Pattern Word Building Word Study Introduction Spelling |
| 1.2.SE.2 Students will correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words (e.g., the: th- is a common letter/sound correspondence, -e is irregular). | <ul style="list-style-type: none"> Songs: Strange Spelling; Sneaky Magic E Book: Moose Are Not Meese Letter Sound Songs Letter Sound Letter Sound Screening Sound Room Name That Letter Sound Spelling Make and Spell | <ul style="list-style-type: none"> Inconsistent words.pdf: Identify words with inconsistent but common spelling-sound correspondences. <ul style="list-style-type: none"> Spelling and Sounds Activity |

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| Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression. | | |
| 1.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity. | <ul style="list-style-type: none"> Traditional Tales Informational Books Read-Along Books (See titles at end of document) Power Words Word Recognition Word Mastery | <ul style="list-style-type: none"> Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> Say, Spell, Write Power Word Cards |
| 1.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension. | <ul style="list-style-type: none"> Fluency Speed Fluency Comprehension Expression: Exclamations; Quotations; Questions; Pauses; Phrases Traditional Tales Informational Books Read-Along Books (See titles at end of document) | <ul style="list-style-type: none"> Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> Waterford Books |
| STANDARD 2: Reading and Writing Process: Students will use a variety of recursive reading and writing processes. | | |
| Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts. | | |
| 1.2.R.1 Students will identify the topic or main idea with some supporting details of a text. | <ul style="list-style-type: none"> Recall Details Sum Up: Five Ws Read-Along Books Traditional Tales Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Water Is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to be a Scientist Like Jane Goodall I Want to be a Scientist Like George Washington Carver I Want to be a Scientist Like Wilbur and Orville Wright |
| 1.2.R.2 Students will discriminate between fiction and nonfiction genres. | <ul style="list-style-type: none"> Traditional Tales Informational Text (See titles at end of document) | <ul style="list-style-type: none"> Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> Text Type Activity—Narrative Text Text Type Activity—Informational Text How to Grow a Garden |

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| Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts <i>continued</i>. | | |
| 1.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story. | <ul style="list-style-type: none"> • First, Next, and Last • What Comes Next? • Sum Up: Remember Order • Peek at the Story | |
| 1.2.R.4 Students will retell facts and details from an informational text. | <ul style="list-style-type: none"> • Recall Details • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water Is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to be a Scientist Like Jane Goodall - I Want to be a Scientist Like George Washington Carver - I Want to be a Scientist Like Wilbur and Orville Wright |
| Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing. | | |
| 1.2.W.1 Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression. | <ul style="list-style-type: none"> • Writing Introduction • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | |
| 1.2.W.2 Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences. | <ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - 15 Story examples with suggestions for student writing. |
| 1.2.W.3 Students will revise drafts by adding and/or deleting text. | <ul style="list-style-type: none"> • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | |

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| Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing <i>continued</i>. | | |
| 1.2.W.4 Students will correctly spell grade-level, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing using resources as needed. | <ul style="list-style-type: none"> Edit Spelling Edit Tricky Spellings Power Words Word Recognition Word Mastery | <ul style="list-style-type: none"> Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> Say, Spell, Write Power Word Cards |
| 1.2.W.5 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair). | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | |
| STANDARD 3: Critical Reading and Writing: Students will apply critical thinking skills to reading and writing. | | |
| Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres. | | |
| 1.3.R.1 Students will identify the author's purpose (i.e., tell a story, provide information) with prompting. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> Great White Bird The Pizza Book The Piñata Book The Talking Lizard The Courage to Learn The Bee's Secret Reaching Above |
| 1.3.R.2 Students will describe who is telling a story with prompting. | <ul style="list-style-type: none"> Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves | <ul style="list-style-type: none"> Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> Who Is the Speaker? The Brothers The City Mouse and the Country Mouse Mr. Lucky Straw |

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| Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres <i>continued</i>. | | |
| 1.3.R.3 Students will find textual evidence when provided with examples of literary elements: -setting (i.e., time and place) -main characters and their traits | <ul style="list-style-type: none"> Describe Characters Compare Characters Sum up: Remember Order Sum up: Five Ws Recall Details Traditional Tales (See titles at end of document) | |
| 1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts. | <ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five W's Compare Characters Map the Story | <ul style="list-style-type: none"> Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> 52 Online books to practice strategies for understanding. |
| 1.3.R.5 Students will begin to use details from a text to draw conclusions and make predictions. | <ul style="list-style-type: none"> Look at Details Peek at the Story Check My Guess Find an Answer Predicting | |
| 1.3.R.6 Students will begin to locate facts that are clearly stated in a text. | <ul style="list-style-type: none"> Reading Detective (Build Vocabulary) Find an Answer | <ul style="list-style-type: none"> Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> How to Grow a Garden |
| Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences. | | |
| 1.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting. | | <ul style="list-style-type: none"> Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> Opinion Writing Activities |
| 1.3.W.2 Students will begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting. | | <ul style="list-style-type: none"> Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> Topical Writing Activities |

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| Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences <i>continued</i>. | | |
| 1.3.W.3 Students will write an opinion about a topic and provide a reason to support the opinion with prompting. | <ul style="list-style-type: none"> Play and Practice: Word Processor | <ul style="list-style-type: none"> Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> Narrative Writing Activities |
| STANDARD 4: Vocabulary: Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively. | | |
| Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion. | | |
| 1.4.R.1 Students will begin to determine relationships among words, including synonyms and antonyms. | <ul style="list-style-type: none"> Songs: Synonym Tree; Antonym Ant; Verbs; Adjectives Describe Verbs Adjectives | <ul style="list-style-type: none"> Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> Shades of Meaning: Verbs and Adjectives |
| 1.4.R.2 Students will use context clues to determine the meaning of words with prompting. | <ul style="list-style-type: none"> Song: Look for a Clue Use a Clue Picture Clues | <ul style="list-style-type: none"> Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> Use-a-clue |
| 1.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting. | <ul style="list-style-type: none"> Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End Double the Fun Prefixes Suffixes | <ul style="list-style-type: none"> 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"> Affixes and Inflections |
| 1.4.R.4 Students will begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words. | <ul style="list-style-type: none"> Reading Detective: Build Vocabulary | <ul style="list-style-type: none"> Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> Vocabulary Dictionary |
| 1.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations. | 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. | |

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| Writing: Students will apply knowledge of vocabulary to speak and write effectively. | | |
| 1.4.W.1 Students will use grade-level vocabulary to communicate ideas through speaking and writing. | All activities provide opportunities for students to communicate using grade-level vocabulary. | |
| 1.4.W.2 Students will use language in speaking and writing according to purpose with prompting. | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. | |
| STANDARD 5: Language: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively. | | |
| Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts. | | |
| 1.5.R.1 Students will recognize simple sentences. | <ul style="list-style-type: none"> Song: What Is a Sentence? Sentences | <ul style="list-style-type: none"> Sentence features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> Sentence Strips Language Concepts |
| 1.5.R.2 Students will recognize parts of speech in sentences: <ul style="list-style-type: none"> -nouns as concrete objects (i.e., people, places, and things) -regular plural nouns -present-tense verbs as actions -color, size, and number adjectives -prepositions -the pronouns I, me, you, and we -the conjunctions and, or, and but -the adverbs too and very | <ul style="list-style-type: none"> Songs: Nouns; More Than One; Verbs; Adjectives Describe; Preposition Ship; Pronouns; Adverbs Nouns Plural Nouns Verbs Adjectives Pronouns Adverbs | <ul style="list-style-type: none"> Nouns.pdf: Use common, proper, and possessive nouns. Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. Verbs.pdf: Use verbs to convey a sense of past, present, and future. Adjectives.pdf: Use frequently occurring adjectives. Prepositions.pdf: Use frequently occurring prepositions. Pronouns.pdf: Use personal, possessive, and indefinite pronouns. Conjunctions.pdf: Use frequently occurring conjunctions. Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. |

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| Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate. | | |
| 1.5.W.1 Students will compose simple sentences that conclude with an end mark. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks | <ul style="list-style-type: none"> Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> Making Up Sentences |
| 1.5.W.2 Students will use nouns, verbs, and adjectives to add clarity and variety to their writing. | <ul style="list-style-type: none"> Songs: Nouns; More Than One; Verbs; Adjectives Describe Nouns Plural Nouns Verbs Adjectives | <ul style="list-style-type: none"> Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> Skill Builder Song: "Nouns" Nouns Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> Verbs Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> Who Am I? Adjectives |
| 1.5.W.3 Students will capitalize the first letter of a sentence, proper names, and months and days of the week. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Capital Letters; Months of the Year; Days of the Week Sentences | <ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> "I Like Kites" Punctuation |
| 1.5.W.4 Students will use periods, question marks, and exclamation points. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentence Marks | <ul style="list-style-type: none"> Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> A Closer Look What's My Sentence? Sentence Strips Punctuation Sentences |
| STANDARD 6: Research: Students will engage in inquiry to acquire, refine, and communicate accurate information. | | |
| Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | | |
| 1.6.R.1 Students will identify who can answer questions about their topic or what resources they will need to find the information. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge | <ul style="list-style-type: none"> Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> All on the Same Earth The Bee's Secret |

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| Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge <i>continued</i>. | | |
| 1.6.R.2 Students will identify and use graphic and text features to understand texts: -photos -illustrations -titles -labels -headings -charts -graphs | <ul style="list-style-type: none"> Reading Detective (Build Vocabulary) | <ul style="list-style-type: none"> Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> How to Grow a Garden |
| 1.6.R.3 Students will identify the location and purpose of the table of contents and glossary. | <ul style="list-style-type: none"> Reading Detective (Build Vocabulary) | <ul style="list-style-type: none"> Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> How to Grow a Garden |
| Writing: Students will synthesize information ethically through speaking and writing. | | |
| 1.6.W.1 Students will generate questions about topics of interest for research. | <ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping | <ul style="list-style-type: none"> Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> Prewriting |
| 1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with prompting. | <ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping | |
| 1.6.W.3 Students will share relevant information for various purposes. | | <ul style="list-style-type: none"> Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> Tell a Story Activity |

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| STANDARD 7: Multimodal Literacies: Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content. | | |
| Reading: Students will comprehend and evaluate multimodal content. | | |
| 1.7.R Students will explain how ideas and topics are depicted in multimodal content. | | <ul style="list-style-type: none"> 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"> The Three Little Pigs Anansi and the Seven Yarn Hills Mr. Lucky Straw |
| Writing: Students will create multimodal content to communicate effectively. | | |
| 1.7.W Students will use a combination of writing, sound, visual content, and/or movement to communicate 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"> Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> Ask and Answer Activity |
| STANDARD 8: Independent Reading and Writing: Students will read and write independently for a variety of purposes and periods of time. | | |
| Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes. | | |
| 1.8.R Students will select texts for academic and personal purposes and read independently for extended periods of time. | Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors. | |
| Writing: Students will write independently, intentionally selecting modes, purposes, and audiences. | | |
| 1.8.W Students will write independently using a combination of emergent and conventional writing with prompting. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | |
| GRADE 2 | | |
| STANDARD 1: Listening and Speaking: Students will listen and speak effectively in a variety of situations. | | |
| Listening: Students will develop and apply effective communication skills through active listening. | | |
| 2.1.L.1 Students will actively listen using agreed-upon discussion rules. | | <ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Ball Toss Activity |
| 2.1.L.2 Students will follow multi-step oral directions. | Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions. | |

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| Speaking: Students will develop and apply effective communication skills to share ideas through speaking | | |
| 2.1.S.1 Students will work respectfully in groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member. | | <ul style="list-style-type: none"> Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> Ball Toss Activity |
| 2.1.S.2 Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups. | | <ul style="list-style-type: none"> Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> Ball Toss Activity |
| 2.1.S.3 Students will ask and answer relevant questions to seek help, get information, or clarify information to confirm understanding. | | <ul style="list-style-type: none"> Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> Ball Toss Activity |
| 2.1.S.4 Students will report on a topic or text, tell a story, or recount an experience with relevant facts descriptive details, speaking audibly in coherent sentences. | | <ul style="list-style-type: none"> Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> Tell a Story Activity |
| STANDARD 2: Reading and Writing Foundations: Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text. | | |
| Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text. | | |
| 2.2.PA Students will add, delete, and substitute phonemes in spoken words with 5-6 phonemes (e.g., add /th/ to the beginning of rowing to say throwing; delete the /r/ in trips to say tips; substitute the /l/ in clank with /r/ to say crank). | <ul style="list-style-type: none"> Phoneme Substitution Phoneme Eliminator Letter Sound Eliminator Letter Sounds Deletion Barnyard Bash Circus Clown Climbers One, Two, Three Sounds | |

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| Print Concepts: Students will demonstrate their understanding of the organization and basic features of print. | | |
| 2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences. | <ul style="list-style-type: none"> Letter Pictures Letter Trace (Letter Picture Writing) Print Concepts | <ul style="list-style-type: none"> Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> Letter Picture Handwriting (Aa-Zz) |
| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation. | | |
| 2.2.PWS.1 Students will decode one- and two-syllable words by using their knowledge of the following phonics skills: | <ul style="list-style-type: none"> ABC Songs Letter Sound Songs Letter Sound Instruction Letter Sound Screening Sound Room Name That Letter Sound Letter Pictures Letter Trace (Letter Picture Writing) | |
| 2.2.PWS.1a. single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat]) | <ul style="list-style-type: none"> Songs: C and G; Mama Squirrel's Sound Song Letter Sound Instruction Letter Sound Screening Name That Letter Sound Spell and Blend Word Construction Word Mastery | <ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Pattern Word Blending Consonant Blending Pattern Word Building Digraphs:-tch, ch Pattern Word Games Reading Tricks Word Building Activity Letter Cards |
| 2.2.PWS.1b. consonant blends (e.g., bl, br, cr, spr, spl) | <ul style="list-style-type: none"> Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Where is a Whale Blend Phonemes Name That Letter Sound Spell and Blend Word Construction Word Mastery | |

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| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued.</i> | | |
| 2.2.PWS.1c. consonant digraphs and trigraphs (e.g., sh, tch) | <ul style="list-style-type: none"> Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Where is a Whale? Word Mastery Sound Room-Digraphs Pattern Hunt Name That Sound Word Pattern Spelling Word Blending | <ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun! |
| 2.2.PWS.1d. vowel-consonant-silent e (e.g., lake) | <ul style="list-style-type: none"> Song: Sneaky Magic E Word Construction Word Pattern | <ul style="list-style-type: none"> Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> Pattern Word Building Word Study Introduction Spelling |
| 2.2.PWS.1e. r-controlled vowels (i.e., ar, er, ir or, ur) | <ul style="list-style-type: none"> Song: Bossy Mr. R Identify r-Controlled Vowel Words Readable Word Play Word Recognition | |
| 2.2.PWS.1f. vowel digraphs (e.g., ea, oa, ee) | <ul style="list-style-type: none"> Songs: Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Make and Spell Word Recognition Spell and Blend | <ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones |
| 2.2.PWS.1g. vowel diphthongs (i.e., vowel combinations having two vowel sounds [e.g., oi as in boil, oy as in boy]) | <ul style="list-style-type: none"> Songs: Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Make and Spell Word Recognition Spell and Blend | <ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones |
| 2.2.PWS.1h. schwa (e.g., banana) | <ul style="list-style-type: none"> Song: Schwa Sound | |

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| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued.</i> | | |
| 2.2.PWS.1i. silent letter combinations (knew, could, ghost) | <ul style="list-style-type: none"> Song: Silent Letters: (K and G); (G-H); (W) | |
| 2.2.PWS.2 Students will decode words by applying knowledge of all major syllable types: | <ul style="list-style-type: none"> Decode Using the Six Syllable Types | |
| a. closed | <ul style="list-style-type: none"> Decode CVC Syllable Words Decode Open and Closed Syllable Words | |
| b. open | <ul style="list-style-type: none"> Decode Open Syllable Words Decode Open and Closed Syllable Words | |
| c. vowel digraphs | <ul style="list-style-type: none"> Songs: Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Make and Spell Word Recognition Spell and Blend | <ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones |
| d. vowel-consonant-silent e | <ul style="list-style-type: none"> Song: Sneaky Magic E Word Construction Word Pattern | <ul style="list-style-type: none"> Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> Pattern Word Building Word Study Introduction Spelling |
| e. r-controlled | <ul style="list-style-type: none"> Song: Bossy Mr. R Identify r-Controlled Vowel Words | |
| f. consonant +le | <ul style="list-style-type: none"> Decode Consonant+le Syllable Words | |
| 2.2.PWS.3 Students will decode words by applying knowledge of structural analysis: | <ul style="list-style-type: none"> Songs: Put It at the Front; Put It at the End Prefixes Suffixes | <ul style="list-style-type: none"> Prefix and suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> Lesson 30: Prefixes and Suffixes Invent a Word: Prefixes Build a Word: Prefixes Past Tense Verb Prefixes Suffixes |

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| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued</i> . | | |
| 2.2.PWS.3a. compound words | <ul style="list-style-type: none"> Song: Compound Words Compound Words Syllables Syllable Safari Take Away Syllables Watch Me Read | <ul style="list-style-type: none"> Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> Reading Trick: Key Word Match Reading Trick: Pattern Hunt Reading Trick: Mystery Word |
| 2.2.PWS.3b. inflectional endings (e.g., -s, -ed, -ing) | <ul style="list-style-type: none"> Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED Suffixes Comparatives | <ul style="list-style-type: none"> Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> Pattern Word Building: Double the Letter Language Concept: Plural Nouns |
| 2.2.PWS.3c. contractions | <ul style="list-style-type: none"> Songs: Apostrophe Pig; Contraction Action Contractions Possessive Nouns | <ul style="list-style-type: none"> Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> Contractions Possessive Nouns |
| 2.2.PWS.3d. abbreviations | <ul style="list-style-type: none"> Books: Mr. Mario's Neighborhood; Mr. Lucky Straw; Mr. Croaky Toad; Mr. Romano's Secret Power Words Word Mastery | |
| 2.2.PWS.3e. common roots and related prefixes and suffixes | <ul style="list-style-type: none"> Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words Comparatives Prefixes Suffixes | <ul style="list-style-type: none"> 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"> Comparatives Prefixes Suffixes |
| Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills. | | |
| 2.2.SE.1 Students will use correct spelling when writing the following sounds in words: | <ul style="list-style-type: none"> Spelling Spelling Patterns All-star Spelling Spelling Scramble Make and Spell Spelling Exploration Word Pattern Spelling | |

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| Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills <i>continued</i> . | | |
| 2.2.SE.1a. digraphs | <ul style="list-style-type: none"> • Spelling • Spelling Patterns • All-star Spelling • Spelling Scramble • Make and Spell • Spelling Exploration • Word Pattern Spelling | |
| 2.2.SE.1b. trigraphs | <ul style="list-style-type: none"> • Spelling • Spelling Patterns • All-star Spelling • Spelling Scramble • Make and Spell • Spelling Exploration • Word Pattern Spelling | |
| 2.2.SE.1c. vowel digraphs | <ul style="list-style-type: none"> • Spelling • Spelling Patterns • All-star Spelling • Spelling Scramble • Make and Spell • Spelling Exploration • Word Pattern Spelling | |
| 2.2.SE.1d. r-controlled | <ul style="list-style-type: none"> • Spelling • Spelling Patterns • All-star Spelling • Spelling Scramble • Make and Spell • Spelling Exploration • Word Pattern Spelling | |
| 2.2.SE.2 Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words: | <ul style="list-style-type: none"> • Decode Using the Six Syllable Types | |

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| Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills <i>continued</i> . | | |
| 2.2.SE.2a. closed | <ul style="list-style-type: none"> • Decode CVC Syllable Words • Decode Open and Closed Syllable Words • Spelling • Spelling Patterns • All-star Spelling • Spelling Scramble • Make and Spell • Spelling Exploration • Word Pattern Spelling | |
| 2.2.SE.2b. open | <ul style="list-style-type: none"> • Decode Open Syllable Words • Decode Open and Closed Syllable Words • Spelling • Spelling Patterns • All-star Spelling • Spelling Scramble • Make and Spell • Spelling Exploration • Word Pattern Spelling | |
| 2.2.SE.2c. vowel-consonant-silent e | <ul style="list-style-type: none"> • Song: Sneaky Magic E • Word Construction • Word Pattern • Spelling • Spelling Patterns • All-star Spelling • Spelling Scramble • Make and Spell • Spelling Exploration • Word Pattern Spelling | <ul style="list-style-type: none"> • Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> - Pattern Word Building - Word Study Introduction - Spelling |

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| Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills <i>continued</i> . | | |
| 2.2.SE.2d. r-controlled | <ul style="list-style-type: none"> Song: Bossy Mr. R Identify r-Controlled Vowel Words Spelling Spelling Patterns All-star Spelling Spelling Scramble Make and Spell Spelling Exploration Word Pattern Spelling | |
| 2.2.SE.3 Students will use structural analysis to correctly spell the following parts of words: | | |
| 2.2.SE.3a. common prefixes | <ul style="list-style-type: none"> Songs: Put It at the Front Prefixes Spelling Spelling Patterns All-star Spelling Spelling Scramble Make and Spell Spelling Exploration Word Pattern Spelling | <ul style="list-style-type: none"> Prefix and suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> Lesson 30: Prefixes and Suffixes Invent a Word: Prefixes Build a Word: Prefixes Past Tense Verb Prefixes Suffixes |
| 2.2.SE.3b. common suffixes | <ul style="list-style-type: none"> Songs: Put It at the End Suffixes Spelling Spelling Patterns All-star Spelling Spelling Scramble Make and Spell Spelling Exploration Word Pattern Spelling | <ul style="list-style-type: none"> Prefix and suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> Lesson 30: Prefixes and Suffixes Invent a Word: Prefixes Build a Word: Prefixes Past Tense Verb Prefixes Suffixes |

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| 2.2.SE.3 Students will use structural analysis to correctly spell the following parts of words <i>continued</i>: | | |
| 2.2.SE.3c. common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e, doubling a consonant) | <ul style="list-style-type: none"> Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED; Tricky Y to I; Put It at the Front Prefixes Suffixes Comparatives Change Y to I Double the Fun | |
| Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression. | | |
| 2.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity. | <ul style="list-style-type: none"> Read-Along Books Informational Books Traditional Tales (See titles at end of document.) Power Words Automatic Word Recognition Word Recognition Word Mastery Word Construction | |
| 2.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension. | <ul style="list-style-type: none"> Read-Along Books Informational Books Traditional Tales (See titles at end of document.) Expression: Phrases; Questions; Pauses; Exclamations; Quotations | |
| STANDARD 2: Reading and Writing Process: Students will use a variety of recursive reading and writing processes. | | |
| Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts. | | |
| 2.2.R.1 Students will identify the main idea and supporting details of a text. | <ul style="list-style-type: none"> Read-Along Books Traditional Tales Informational Books (See titles at end of document.) Map the Story | <ul style="list-style-type: none"> 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"> Great White Bird The Talking Lizard Winter Snoozers The Courage to Learn The Bee's Secret Reaching Above |

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| Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts <i>continued</i>. | | |
| 2.2.R.2 Students will identify elements of various genres in fiction and nonfiction texts. | <ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Compare Characters • Map the Story • Peek at the Story • Check My Guess | <ul style="list-style-type: none"> • Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 27 Online books to demonstrate understanding characters, setting, and plot. |
| 2.2.R.3 Students will begin to summarize the plot of a story to include the beginning, middle, and end. | <ul style="list-style-type: none"> • Song: Reading Detective • Sum Up: Five Ws • Sum Up: Remember Order • Map the Story | |
| 2.2.R.4 Students will begin to summarize facts and details from an informational text. | <ul style="list-style-type: none"> • Compare Characters • Map the Story • Sum Up: Remember Order • Reading Detective (Peek at the Story/Check My Guess) • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes |
| Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing. | | |
| 2.2.W.1 Students will prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences. | <ul style="list-style-type: none"> • Map the Story • Prewrite: Mapping; Word Bank • First Draft • Sum Up: Remember Order | |
| 2.2.W.2 Students will edit drafts using appropriate spacing between letters, words, and sentences. | <ul style="list-style-type: none"> • Prewrite: Mapping; Word Bank • First Draft • Revise: Add Details; Use Interesting Words; Stick to the Topic; Start Sentences Differently; Delete Extra Words | |
| 2.2.W.3 Students will revise drafts by adding, deleting, and/or moving text. | <ul style="list-style-type: none"> • First Draft • Revise: Add Details; Use Interesting Words; Stick to the Topic; Start Sentences Differently; Delete Extra Words | |

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| Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing <i>continued</i>. | | |
| 2.2.W.4 Students will correctly spell grade-level words while editing using resources as needed. | <ul style="list-style-type: none"> • Spelling Instruction • Edit Spelling • Edit Tricky Spellings • Song: Strange Spelling • Change Y to I • Spelling Exploration • Spell and Blend • All-Star Spelling | <ul style="list-style-type: none"> • Consulting reference materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <ul style="list-style-type: none"> - Vocabulary Dictionary |
| 2.2.W.5 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair). | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor | |
| STANDARD 3: Critical Reading and Writing: Students will apply critical thinking skills to reading and writing. | | |
| Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres. | | |
| 2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information). | <ul style="list-style-type: none"> • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee's Secret - Reaching Above |
| 2.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view with prompting | | <ul style="list-style-type: none"> • Point of view.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <ul style="list-style-type: none"> - Story Structure Activity |

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| Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres <i>continued</i>. | | |
| 2.3.R.3 Students will find examples of literary elements: -setting (i.e., time and place) -plot (i.e., beginning, middle, end) -characters and their traits | <ul style="list-style-type: none"> Read-Along Books (See titles at end of document.) Compare Characters Map the Story Peek at the Story Check My Guess | <ul style="list-style-type: none"> Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> 27 Online books to demonstrate understanding characters, setting, and plot. |
| 2.3.R.4 Students will find examples of literary devices: -simile -alliteration -onomatopoeia | <ul style="list-style-type: none"> Read with Me Books (Alphabet Books) (See titles at end of document.) Books: The Talking Lizard; Macaw's Chorus; Shell Houses; Thump, Bump; Anansi and the Seven Yam Hills; Animals in the House; The Noise in the Night | |
| 2.3.R.5 Students will use details from the literary or informational text to draw conclusions and make predictions. | <ul style="list-style-type: none"> Look at Details Sum Up: Five Ws Peek at the Story Check My Guess Find an Answer Predicting | |
| 2.3.R.6 Students will locate facts that are clearly stated in an informational text. | <ul style="list-style-type: none"> Reading Detective (Build Vocabulary) Find an Answer | <ul style="list-style-type: none"> Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> How to Grow a Garden |
| 2.3.R.7 Students will describe the structure of an informational text with prompting: -description -sequential | <ul style="list-style-type: none"> Look at Details Sum Up: Five Ws Sum Up: Remember Order What Comes Next? Find an Answer | |
| Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences. | | |
| 2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place). | <ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> 15 Story examples with suggestions for student writing. |

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| Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences <i>continued</i>. | | |
| 2.3.W.2 Students will write facts about a topic and include a main idea with supporting details in a paragraph. | <ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree |
| 2.3.W.3 Students will write an opinion about a topic and provide reasons as support in a paragraph. | <ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers |
| STANDARD 4: Vocabulary: Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively. | | |
| Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion. | | |
| 2.4.R.1 Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words. | <ul style="list-style-type: none"> • Songs: Synonym Tree; Antonym Ant; Verbs; Adjectives Describe • Verbs • Adjectives | <ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> - Shades of Meaning: Verbs and Adjectives |
| 2.4.R.2 Students will use context clues to determine the meaning of words. | <ul style="list-style-type: none"> • Song: Look for a Clue • Use a Clue • Picture Clues | <ul style="list-style-type: none"> • Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Use-a-clue |
| 2.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words. | <ul style="list-style-type: none"> • Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Double the Fun • Prefixes • Suffixes | <ul style="list-style-type: none"> • 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"> - Affixes and Inflections |

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| Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion <i>continued</i>. | | |
| 2.4.R.4 Students will use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words. | <ul style="list-style-type: none"> Reading Detective: Build Vocabulary | <ul style="list-style-type: none"> Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> Vocabulary Dictionary |
| 2.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations. | All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts. | |
| Writing: Students will apply knowledge of vocabulary to speak and write effectively. | | |
| 2.4.W.1 Students will use grade-level vocabulary to communicate ideas through speaking and writing. | All activities provide opportunities for students to communicate using grade-level vocabulary. | |
| 2.4.W.2 Students will use language in speaking and writing according to purpose and audience. | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. | |
| STANDARD 5: Language: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively. | | |
| Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts. | | |
| 2.5.R.1 Students will recognize simple and compound sentences. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks | <ul style="list-style-type: none"> Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Types of Sentences Skill Builder Song |

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| Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts <i>continued</i> . | | |
| 2.5.R.2 Students will recognize parts of speech in sentences: -common, proper, and irregular plural nouns -tenses of verbs (i.e., past, present, future) -the simple subject and simple predicate of a sentence -descriptive adjectives and articles (i.e., a, an, the) as adjectives -prepositions -singular and plural personal pronouns and the nouns they replace -the conjunctions and, or, and but --ly adverbs | <ul style="list-style-type: none"> Songs: Nouns; More Than One; Verbs; Adjectives Describe; Preposition Ship; Pronouns; Adverbs; What Is a Sentence?; Strange Spelling Book: Moose Are Not Meese Nouns Plural Nouns Irregular Plural Nouns Verbs Adjectives Pronouns Adverbs | <ul style="list-style-type: none"> Nouns.pdf: Use common, proper, and possessive nouns. Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. Verbs.pdf: Use verbs to convey a sense of past, present, and future. Adjectives.pdf: Use frequently occurring adjectives. Prepositions.pdf: Use frequently occurring prepositions. Pronouns.pdf: Use personal, possessive, and indefinite pronouns. Conjunctions.pdf: Use frequently occurring conjunctions. Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate. | | |
| 2.5.W.1 Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks | <ul style="list-style-type: none"> Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Types of Sentences Skill Builder Song |
| 2.5.W.2 Students will use nouns, verbs, and adjectives to add clarity and variety to their writing. | <ul style="list-style-type: none"> Songs: Nouns; More Than One; Verbs; Adjectives Describe Nouns Plural Nouns Verbs Adjectives | <ul style="list-style-type: none"> Nouns.pdf: Use common, proper, and possessive nouns. Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. Verbs.pdf: Use verbs to convey a sense of past, present, and future. Adjectives.pdf: Use frequently occurring adjectives. |

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| Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate <i>continued</i> . | | |
| 2.5.W.3 Students will punctuate initials and capitalize holidays, product names, initials, and months and days of the week. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Capital Letters; Months of the Year; Days of the Week Sentences Edit Punctuation Edit Capitals Edit Calendar Capitals | <ul style="list-style-type: none"> Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> Capitalization |
| 2.5.W.4 Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentence Marks Name That Sentence Mark Edit End Punctuation | <ul style="list-style-type: none"> Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> A Closer Look What's My Sentence? Sentence Strips Punctuation Sentences |
| 2.5.W.5 Students will use apostrophes to form simple contractions (e.g., isn't, aren't, can't). | <ul style="list-style-type: none"> Songs: Apostrophe Pig; Contraction Action Contractions | <ul style="list-style-type: none"> Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> Contractions Possessive Nouns |
| 2.5.W.6 Students will use commas in dates (e.g., September 6, 2020). | <ul style="list-style-type: none"> Song: Comma, Comma, Comma Edit Commas | <ul style="list-style-type: none"> Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> Commas |
| 2.5.W.7 Students will use a colon to indicate time (e.g., The bell rings at 3:15.). | | <ul style="list-style-type: none"> Tell and write time.pdf: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. |

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| STANDARD 6: Research: Students will engage in inquiry to acquire, refine, and communicate accurate information. | | |
| Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge. | | |
| 2.6.R.1 Students will create their own questions to find information on their topic. | <ul style="list-style-type: none"> Ask a Question Science Investigation | |
| 2.6.R.2 Students will identify and use graphic and text features to understand texts: -photos -illustrations -titles -labels -headings -charts -graphs -captions -subheadings | <ul style="list-style-type: none"> Reading Detective (Build Vocabulary) | <ul style="list-style-type: none"> Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> How to Grow a Garden Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> 27 Online books to demonstrate understanding characters, setting, and plot. |
| 2.6.R.3 Students will consult various text reference sources to gather information (i.e., title page, table of contents, glossary, index). | <ul style="list-style-type: none"> Reading Detective (Build Vocabulary) | <ul style="list-style-type: none"> Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> How to Grow a Garden |
| Writing: Students will synthesize information ethically through speaking and writing. | | |
| 2.6.W.1 Students will generate a list of topics and questions about an area of interest for research. | <ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping Science Investigation Build Knowledge | |
| 2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids. | <ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping | <ul style="list-style-type: none"> Graphic Organizer PDFs: <ul style="list-style-type: none"> T-Chart K-W-L Chart Just the Facts! Venn Diagram |
| 2.6.W.3 Students will organize and share relevant information for various purposes. | | <ul style="list-style-type: none"> Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> Noise? What Noise? Discovering Dinosaurs The Story Cloth Little Tree |

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| STANDARD 7: Multimodal Literacies: Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content. | | |
| Reading: Students will comprehend and evaluate multimodal content. | | |
| 2.7.R Students will explore and compare ideas and topics in multimodal content. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge Step Into the Story | <ul style="list-style-type: none"> Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> All on the Same Earth The Bee's Secret |
| Writing: Students will create multimodal content to communicate effectively. | | |
| 2.7.W Students will use a combination of writing, sound, visual content, and/or movement to communicate 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"> Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> Ask and Answer Activity |
| STANDARD 8: Independent Reading and Writing: Students will read and write independently for a variety of purposes and periods of time. | | |
| Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes. | | |
| 2.8.R Students will select texts for academic and personal purposes and read independently for extended periods of time. | Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors. | |
| Writing: Students will write independently, intentionally selecting modes, purposes, and audiences. | | |
| 2.8.W Students will write independently using print and/or typing over various lengths of time for a variety of purposes. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> Word Processor Tutorial Word Processor | |

PRE-READING

Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

BASIC READING

Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

Readable (Walk-Through/Jump-Through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam

FLUENT READING

Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

Informational Books

The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space

Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



SUPPORT

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

CONTINUAL DEVELOPMENT

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

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

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