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CURRICULUM

Correlation Criteria: MAINE LEARNING RESULTS ENGLISH LANGUAGE ARTS/LITERACY STANDARDS 2020
for KINDERGARTEN, 1ST, AND 2ND GRADES

JUNE 2022

CURRICULUM
Correlation

Waterford
Reading Academy

100%

Maine Learning
Results English
Language
Arts/Literacy
Standards 2020

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

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MAINE LEARNING RESULTS ENGLISH LANGUAGE ARTS/LITERACY STANDARDS 2020

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
LANGUAGE		
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH		
Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
a. Use frequently occurring nouns and verbs	• Songs: Nouns; Verbs • Nouns • Verbs	
b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	• Songs: Nouns; More Than One • Nouns • Plural Nouns	
c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	• Sum Up: Five Ws	
d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	• Song: Preposition Ship	• Prepositions.pdf: Use frequently occurring prepositions. – Prepositions
e. Produce and expand complete sentences in shared language activities.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. – Making Up Sentences
Standard 2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
a. Capitalize the first word in a sentence and the pronoun I.	• Song: What Is a Sentence? • Sentences	• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. – "I Like Kites" Punctuation
b. Recognize and name end punctuation.	• Songs: What Is a Sentence?; Sentence Marks • Sentence Marks	• Punctuation.pdf: Recognize and name end punctuation. – "I Like Kites" Punctuation
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound • Choose a Sound • Where is the Sound?	• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). – Capital Letter Formation – Lowercase Letter Formation – Block Letter – Letter Picture Handwriting

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing *continued*.		
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound • Choose a Sound • Barnyard Bash	• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. – Spelling by Sound Activity
LANGUAGE: KNOWLEDGE OF LANGUAGE		
Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.		
Use knowledge of language and its conventions when speaking or listening.	Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	
LANGUAGE: VOCABULARY ACQUISITION AND USE		
Standard 4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. – One Word, Two Meanings
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word	• Song: More Than One • Plural Nouns	• Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. – Affixes and Inflections

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.		
With guidance and support from adults, explore word relationships and nuances in word meanings.		
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	• Sort • Make Comparisons • Look at Details	• Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. – Object Sort
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	• Song: Verbs • Book: Opposites • Opposites • Verbs	• Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). – Guess the Opposite
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		• Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). – Make Connections
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		• Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. – Shades-of-Meaning Charades
Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. • Vocab Introduction • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.)	

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING		
SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION		
Standard 1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.		
a. Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.	Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.	• Speaking and listening.pdf: Follow agreed-upon rules for discussions. – Speaking and Listening—Taking Turns
b. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.	• Speaking and listening.pdf: Follow agreed-upon rules for discussions. – Speaking and Listening—Taking Turns
c. Continue a conversation through multiple exchanges.		• Conversation building.pdf: Continue a conversation through multiple exchanges. – Speaking and Listening—Taking Turns
Standard 2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.		

a. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details to seek help if something is not understood.		• 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.
		  – My Super Sticky Sandwich
		  – Ooey, Gooey Mud
		  – The Alligator in the Library
		  – Lost Socks
		  – Moving Day
		  – Mine

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric *continued*.		
b. Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.	• Science Investigation	• 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. – My Super Sticky Sandwich – Ooey, Gooey Mud – The Alligator in the Library – Lost Socks – Moving Day – Mine
SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS		
Standard 3: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.		
a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• Look At Details	• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. – My Favorite Things
b. Add drawings or other visual displays to descriptions as desired to provide additional detail.	• Look At Details	• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. – My Favorite Things
Standard 4: Adapt speech to a variety of contexts, audiences, and communicative tasks.		
Speak audibly and express thoughts, feelings, and ideas clearly.		• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. – My Favorite Things

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING		
READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS		
Standard 1: Demonstrate understanding of the organization and basic features of print.		
a. Follow words from left to right, top to bottom, and page by page.	All online books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. • Print Concepts • Print Directionality • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)	• Following words.pdf: Follow words from left to right, top to bottom, and page-by-page. – Print Directionality
b. Recognize that spoken words are represented in written language by specific sequences of letters.	• Letters Make Words • Look, Listen, and Match	• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. – Map Text to Speech 1 – Map Text to Speech 2
c. Understand that words are separated by spaces in print.	• Print Concepts • Look, Listen, and Match	• Understanding spaces in print.pdf: Understand that words are separated by spaces in print. – Print Concepts
d. Recognize and name all upper- and lowercase letters of the alphabet.	• ABC Songs • Alphabet Introduction (Distinguish Letters) • Letter Match (Alphabet Review) • Pick the Letter (Letter Checker) • Fast Letter Fun • Hidden Letters • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • Name Game (What's Your Name?)	• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. – Writing Practice (Aa-Zz)

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS		
Standard 2: Demonstrate understanding of words, syllables, and sounds (phonemes).		

a. Recognize and produce rhyming words.	• Rhyme
	• Rhyme Match
	• Finish the Picture
	• One Doesn't Rhyme
	• Rhyming Words
	• Sing a Rhyme Songs/Books
	(See titles at end of document.)
		• Rhyming words.pdf: Recognize and produce rhyming words.
		  – Change the Rhyme
		  – Rhyming Riddles
		  – "Down by the Bay"
		  – Rhyme Match
		  – Rhyming Bingo
		  – Sound Sense Cards

b. Count, pronounce, blend, and segment syllables in spoken words.	• Syllable • Syllable Safari • Take Away Syllables	• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. – Segmenting Syllables
c. Blend and segment onsets and rimes of single-syllable spoken words.	• Blend Onset/Rime Sounds • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Every Sound (Phonemes) • Blend Phonemes • Find the Picture	• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. – Segmenting Syllables

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	• Initial Sounds
	• Right Initial Sound
	• Final Sound
	• Right Final Sound
	• Where Is the Sound?
	• Stick 'n' Spell
		• Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
		  – Segmenting
		  – Sound Sense Playing Cards

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Phoneme Substitution	

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READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION		
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound?	

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	• Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song
	• Letter Sound Songs
	• Sound Room
	• Letter Sound
	• Name That Letter Sound
	• Choose a Sound
		• Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.
		  – Phonics and Word Recognition
		  – Long and Short Vowel Cards

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	• Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words	
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	• Rhyme • One Doesn't Rhyme • Finish the Picture • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Choose a Sound • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Where Is the Sound?	

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING/KEY IDEAS AND DETAILS		
Standard 4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.		

Ask and answer questions with prompting and support about who, what, when, where, and how.	• Describe Characters
	• Find an Answer
	• Sum Up: Five Ws
	• Look at Details
	• Build Knowledge
	• Informational Books
	(See titles at end of document.)
		• Key Details Narrative.pdf: With prompting and support, ask and answer questions about key details in a text.
		  – 49 stories with discussion questions to build comprehension
		• Key Details Informational.pdf: With prompting and support, ask and answer questions about key details in a text.
		  – Seeing Fingers
		  – What Is a Cloud?
		  – Legs

Standard 5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.		
a. Retell familiar texts with prompting and support, including details about who, what, when, where, and how.	• Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next? • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Story retelling.pdf: With prompting and support, retell familiar stories, including key details. – 11 stories with discussion ideas to build comprehension

b. Explain how the key details support the central idea of a text.	• Informational Books
	(See titles at end of document.)
	• Find an Answer
	• Sum Up: Five Ws
	• Sum Up: Remember Order
	• Look at Details
	• Picture Clues
		• Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text.
		  – Seeing Fingers
		  – What Is a Cloud?
		  – Legs

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
a. With prompting and support, identify characters, settings, and major events in a story.	• Describe Characters • Look at Details • Sum Up: Five Ws • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. – 21 stories with suggested discussions to identify characters, settings, or major events

b. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm
	• Connect to Me
	• Build Knowledge
		• Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.
		  – How to Grow a Garden
		  – Think With Me
		  – Growing Flowers

READING: CRAFT AND STRUCTURE		
Standard 7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
a. With prompting and support, ask and answer questions about unknown words in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration. • Vocabulary Instruction	
b. With prompting and support, ask and answer questions about unknown words in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration. • Vocabulary Instruction	

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8: Analyze the structure of various texts, including how the features and components relate to each other and the whole.		
a. Identify texts that tell stories.	• Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.)	• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). – Lost Socks – Lumpy Mush – Three Little Kittens – The Alligator in the Library – Garden Visitors
b. Identify texts that provide information.	• Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)	• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). – Lost Socks – Lumpy Mush – Three Little Kittens – The Alligator in the Library – Garden Visitors
Standard 9: Assess how perspective or purpose shapes the content and style of various texts.		
a. With prompting and support, name the author and illustrator of a story and define the role of each in telling the 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. • Read With Me Books • Decodable Books (See titles at end of document.) • Print Directionality Introduction	• Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. – Andy's Adventures – Rex Is In a Fix – Little Monkey
b. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	• Informational Books (See titles at end of document.) • Print Directionality Introduction	• 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. – Fawn Eyes – What Is a Cloud? – A Story In the Snow

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING: INTEGRATION OF KNOWLEDGE AND IDEAS		
Standard 10: Evaluate the argument and specific claims in various texts.		
With prompting and support, identify the reasons an author or character gives to support points in a text.	• Book: What Is a Cloud?	• Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. – How to Grow a Garden – Think With Me
Standard 11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).		
a. With prompting and support, describe the relationship between illustrations and the text.	• Picture Clues • Words Tell About the Pictures • Informational Books (See titles at end of document.) • Peek at the Story	• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. – Opposites – Watch the Wooly Worm – A Story in the Snow
b. With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.	• Compare Characters	• Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. – My Super Sticky Sandwich and Lumpy Mush – Lost Socks and Play Ball – At Camp and Family Vacation
c. With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.	• Picture Clues • Words Tell About the Pictures • Informational Books (See titles at end of document.) • Peek at the Story	• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. – Opposites – Watch the Wooly Worm – A Story in the Snow
d. With prompting and support, compare and contrast two texts on the same topic.	• Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat	• Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. – How to Grow a Garden – Growing Flowers – Think With Me

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING: FLUENCY		
Standard 12: Read with sufficient accuracy and fluency to support comprehension.		

Read emergent-reader texts with purpose and understanding.	• Read With Me Books
	• Sing a Rhyme Songs/Books
	• Decodable Books
	• Informational Books
	(See titles at end of document.)
		• Group reading activities.pdf: All activities, provide opportunities for engagement in group reading.
		  – Key details
		  – Story retelling
		  – Identify story elements
		  – Types of text
		  – Author and illustrator
		  – Relationship between picture and story
		  – Compare and contrast

WRITING		
WRITING: Inquiry to Build and Present Knowledge		
Standard 1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.		

a. Investigate questions by participating in shared research and writing projects.	• Informational Books
	(See titles at end of document.)
		• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
		  – Think and Write Activity
		  – I Go…
		  – At Camp
		  – Together
		  – Opposites

b. Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.	• Informational Books
	(See titles at end of document.)
		• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
		  – Think and Write Activity
		  – I Go…
		  – At Camp
		  – Together
		  – Opposites

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WRITING: Process and Production		
Standard 2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.		
a. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. – Family Vacation Creative Writing
b. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including peer collaboration.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
WRITING: Composing for Audience and Purpose		
Standard 3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.		
a. Print many upper- and lowercase letters.	• Letter Pictures • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Similarities and Differences in Letters • Letter Match (Alphabet Review)	• Printing upper and lowercase.pdf: Print many upper and lowercase letters. – Capital Letter Formation – Lowercase Letter Formation – Block Letter – Letter Picture Handwriting

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose *continued*.		

b. Use a combination of drawing and writing to communicate a topic.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
	• Dots, Lines, and Circles
	• Letter Trace (Letter Picture Writing)
		• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).
		  – Write With Me
		• Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
		  – Fawn Eyes
		  – A Story in the Snow
		• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
		  – The Germs
		  – Lumpy Mush

GRADE 1

LANGUAGE		
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH		
Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		

a. Use common, proper, and possessive nouns.	• Songs: Apostrophe Pig; Nouns
	• Nouns
	• Possessive Nouns
		• Nouns.pdf: Use common, proper, and possessive nouns.
		  – Skill Builder Song: "Nouns"
		  – Nouns

b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	• Songs: More Than One; Nouns; What Is a Sentence?
	• Nouns
	• Plural Nouns
	• Verbs
		• Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.
		  – Plural Nouns
		  – Verbs and Nouns
		  – Verb Endings

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking *continued*.		
c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	• Song: Pronouns • Pronouns	• Pronouns.pdf: Use personal, possessive, and indefinite pronouns. – Pronouns
d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	• Song: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs	• Verbs.pdf: Use verbs to convey a sense of past, present, and future. – Verbs
e. Use frequently occurring adjectives.	• Song: Adjectives Describe • Adjectives	• Adjectives.pdf: Use frequently occurring adjectives. – Who Am I? – Adjectives
f. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	• Power Words	• Conjunctions.pdf: Use frequently occurring conjunctions. – Conjunctions
g. Use determiners (e.g., articles, demonstratives).	• Power Words	• Determiners.pdf: Use determiners. – Determiners
h. Use frequently occurring prepositions (e.g., during, beyond, toward).	• Song: Preposition Ship	• Prepositions.pdf: Use frequently occurring prepositions. – Preposition
i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	• Songs: What Is a sentence?; Sentence Marks • Sentences • Sentence Marks	• Simple and Compound Sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. – Types of Sentences – Skill Builder Song
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH		
Standard 2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
a. Capitalize dates and names of people.	• Songs: Capital Letters (Proper Nouns)(Days) • Edit Capitals • Edit Calendar Capitals	• Capitalization.pdf: Capitalize the dates and names of people. – Capitalization
b. Use end punctuation for sentences.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks • Edit End Punctuation	• Punctuation.pdf: Use end punctuation for sentences. – A Closer Look – What's My Sentence? – Sentence Strips – Punctuation – Sentences

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing *continued.*		
c. Use commas in dates and to separate single words in a series.	• Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks • Edit Commas • Sentence Marks	• Commas.pdf: Use commas in dates and to separate single words in a series. – Commas
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	• Song: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble	

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• Letter Sound
	• Spelling Scramble
	• Spell and Blend
	• Word Blending
	• Word Pattern
	• Say and Trace
	• Word Pattern Spelling
		• Spelling-sound Correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.
		  – Consonant Blending: -ck, cl-, spl
		  – Pattern Word Blending: -uff
		  – Pattern Word Blending: -ash
		  – Sounds Fun!

LANGUAGE: KNOWLEDGE OF LANGUAGE		
Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.		
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE: VOCABULARY ACQUISITION AND USE		
Standard 4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		

a. Use sentence-level context as a clue to the meaning of a word or phrase.	• Books: Animal Bodies; Star Pictures
	• Use a Clue
	• Rusty and Rosy's Clues
	• Readable Books
	  (See titles at end of document.)
	• Word Patterns
	• Pattern Hunt
		• Sentence-level Context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.
		  – Can Matilda Get the Cheese?
		  – What Is in the Tree?
		  – Will You Play with Me?

b. Use frequently occurring affixes as a clue to the meaning of a word.	• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Double the Fun • Prefixes • Suffixes	• Cluing Off Frequently Occurring Affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. – Affixes and Inflections
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	• Song: Tricky Y to I • Change Y to I	• Frequently Occurring Root Words.pdf: Identify Frequently Occurring Root Words and their inflectional forms. – Affixes and Inflections
Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.		
With guidance and support from adults, demonstrate an understanding of word relationships and nuances in word meanings.		
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	• Book: The Birds, the Beast, and the Bat • Sort	• Sorting Common Objects into Categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. – Sorting Objects
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		• Defining Words.pdf: Define words by category and by one or more key attributes. – Sorting Objects

c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	• Connect to Me
	• Readable Books
	  (See titles at end of document.)
		• Identify Real-Life Connections.pdf: Identify real-life connections between words and their use.
		  – Making Connections

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
With guidance and support from adults, demonstrate an understanding of word relationships and nuances in word meanings continued.		
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	• Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs	• 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. – Shades of Meaning: Verbs and Adjectives
Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. • Readable Books • Informational Books • Traditional Tales (See titles at end of document.)	

SPEAKING AND LISTENING

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.		
a. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.	Waterford contains many materials that can be used to integrate speaking and listening into classroom conversation and activities.	
b. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		• Class Discussion.pdf: Follow agreed-upon rules for discussions. – Discussion Rules Activity

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own *continued*.		
c. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		• Conversation Building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. – Discussion Rules Activity
d. Ask questions to clear up any confusion about the topics and texts under discussion.	• Ask a Question	• Ask Questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. – Discussion Rules Activity
Standard 2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.		

a. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Ask a Question
	• Recall Details
	• Sum Up: Five Ws
		• Key Details Narrative.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		  – The Three Little Pigs
		  – Anansi and the Seven Yarn Hills
		  – Mr. Lucky Straw

b. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	• Ask a Question	• 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. – Ask and Answer Activity
SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS		
Standard 3: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.		
a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		• Use Relevant Details to Express Ideas and Feelings.pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. – Ask and Answer Activity
b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Creating Stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. – Visual Aids and Recording Activity

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4: Adapt speech to a variety of contexts, audiences, and communicative tasks.		
Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	• Song: What Is a Sentence?	Waterford Teacher Resources contain many activities that can be used to integrate speaking and listening into the classroom.
READING		
READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS		
Standard 1: Demonstrate understanding of the organization and basic features of print.		
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	• Songs: What Is a sentence?; Capital Letters; Sentence Marks • Sentences • Sentence Marks • Edit Capitals	• Sentence Features.pdf: Recognize the distinguishing features of a sentence. – Sentence Strips – Language Concepts
READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS		
Standard 2: Demonstrate understanding of words, syllables, and sounds (phonemes).		
a. Distinguish long from short vowel sounds in spoken single-syllable words.	• Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse	• Long vs. Short Vowel Sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. – Phonics and Word Recognition – Long and Short Vowel Cards
b. Produce single-syllable words by blending sounds (phonemes), including consonant blends.	• Song: Consonants Together • Blend Phonemes • Blend Onset/Rime Sounds • Blending • Blend Every Sound (Phonemes) • Blending Dragon • Blending Riddles • Word Blending • Find the Picture	• Form Words by Blending Sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. – Blending: Onset-Rime – Phoneme Blending – Sound Sense Bingo Cards

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: Demonstrate understanding of words, syllables, and sounds (phonemes) *continued.*		

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words.	• Initial Sound
	• Right Initial Sound
	• Final Sound
	• Right Final Sound
	• Letter Sound
	• Say and Trace
	• Sound Room
	• Where Is the Sound?
		• Segmenting Words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
		  – Segmenting: First Phoneme
		  – Segmenting: Last Phoneme
		  – Phoneme Categorization
		  – Sound Sense Playing Cards

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	• Phoneme Segmentation	• Segmenting Words into Phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.
		  – Counting Individual Phonemes
		  – Phoneme Segmentation
		  – Sound Sense Playing Cards

READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION		
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.		

a. Know the spelling-sound correspondences for common consonant digraphs.	• Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows
	• Blend Phonemes
		• Spelling-sound Correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.
		  – Consonant Blending: -ck, cl-, spl
		  – Pattern Word Blending: -uff
		  – Pattern Word Blending: -ash
		  – Sounds Fun!

b. Decode regularly spelled one-syllable words.	• Songs: Consonants Together; Sneaky Magic E; C and G; Key Words
	• Word Mastery
	• Letter Sound
	• Name That Sound
	• Watch Me Read
	• Key Word Match
	• Pattern Hunt
	• Spell and Blend
	• Word Construction
	• Word Pattern Spelling
	• Say and Trace
		• Single Syllable Letter Patterns.pdf: Decode regularly spelled one-syllable words.
		  – 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
		  – Key Word Cards
		  – Unit Worksheets

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words *continued*.		

c. Know final -e and common vowel team conventions for representing long vowel sounds.	• 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 Games
	• Mystery Words
	• Watch Me Read
		• Long Vowel Words Ending in E.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.
		  – Pattern Word Building
		  – Word Study Introduction
		  – Spelling

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	• Song: Compound Words • Syllables • Syllable Safari • Compound Words • Watch Me Read	• Relationship of Vowel to Syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. – Syllable Segmentation

e. Decode two-syllable words following basic patterns by breaking the words into syllables.	• Song: Compound Words
	• Compound Words
	• Syllables
	• Syllable Safari
	• Take Away Syllables
	• Watch Me Read
		• Two Syllable Letter Patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.
		  – Reading Trick: Key Word Match
		  – Reading Trick: Pattern Hunt
		  – Reading Trick: Mystery Word

f. Read words with inflectional endings	• 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
		• Inflectional Endings.pdf: Read words with inflectional endings.
		  – Pattern Word Building: Double the Letter
		  – Language Concept: Plural Nouns

g. Recognize and read grade-appropriate irregularly spelled words.	• Readable Books
	• Traditional Tales
	  (See titles at end of document.)
	• Word Mastery
	• Power Words
	• Spelling Scramble
		• Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words.
		  – Say, Spell, Write
		  – Power Word Cards

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING/KEY IDEAS AND DETAILS		
Standard 4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.		

Ask and answer questions about who, what, when, where, and how.	• Recall Details
	• Ask a Question
	• Sum Up: Five Ws
	• Traditional Tales
	• Recall Details
	• Ask a Question
	• Sum Up: Five Ws
	• Informational Books
	(See titles at end of document.)
		• Key Details Narrative.pdf: Ask and answer questions about key details in a text.
		  – The Three Little Pigs
		  – Anansi and the Seven Yarn Hills
		  – Mr. Lucky Straw
		• Key details Informational.pdf: Ask and answer questions about key details in a text.
		  – 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

Standard 5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.		

a. Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.	• Recall Details
	• Sum Up: Remember Order
	• Sum Up: Five Ws
	• Traditional Tales
	(See titles at end of document.)
		• Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		  – The Three Little Pigs
		  – Mr. Lucky Straw

b. Retell key details of texts, including the main topic.	• Recall Details
	• Informational Books
	(See titles at end of document.)
		• Identifying the main topic.pdf: Identify the main topic and retell key details of a text.
		  – 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

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
a. Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.	• Describe Characters • Compare Characters • Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales (See titles at end of document.)	• Describe the Story 2.pdf: Describe characters, settings, and major events in a story, using key details. – The Three Little Pigs
b. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Connect to Me • Compare Characters • Build Knowledge • Recall Details • Informational Books (See titles at end of document.)	• Connecting Ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. – Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver
READING: CRAFT AND STRUCTURE		
Standard 7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		

a. Identify words and phrases in a text that suggest feelings or appeal to the senses.	• Traditional Tales
	• Informational Books
	(See titles at end of document.)
		• Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		  – Lizard and the Painted Rock
		  – The Big Mitten
		  – The City and the Country Mouse
		  – La Tortuga
		  – The Shoemaker and the Elves
		  – The Brothers
		  – The Ugly Duckling

b. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.
	• Books: Animal Bodies; Star Pictures
		• Identifying Meaning of Words and Phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		  – Animal Bodies
		  – Star Pictures

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8: Analyze the structure of various texts, including how the features and components relate to each other and the whole.		

a. Explain major differences between texts that tell stories and texts that give information, drawing on various text types.	• Traditional Tales
	• Informational Books
	(See titles at end of document.)
		• Information vs. Story.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.
		  – Text Type Activity—Narrative Text
		  – Text Type Activity—Informational Text
		  – How to Grow a Garden

b. Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.	• Reading Detective (Build Vocabulary)	• Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text. – How to Grow a Garden
Standard 9: Assess how perspective or purpose shapes the content and style of various texts.		

a. Identify who is telling the story at various points in a text.	• 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	• Who Is Telling the Story.pdf: Identify who is telling the story at various points in a text.
		  – Who Is the Speaker?
		  – The Brothers
		  – The City Mouse and the Country Mouse
		  – Mr. Lucky Straw

b. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• Informational Books (See titles at end of document.)	• Pulling Information from a Picture or Text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. – Star Pictures
READING: INTEGRATION OF KNOWLEDGE AND IDEAS		
Standard 10: Evaluate the argument and specific claims in various texts.		
Identify the reasons an author or character gives to support points in a text.	• Informational Books (See titles at end of document.)	• Identify Supporting Points.pdf: Identify the reasons an author gives to support points in a text. – How to Grow a Garden

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).		

a. Use illustrations and words in a text to describe its characters, setting, or events.	• Describe Characters
	• Recall Details
	• Sum Up: Five Ws
	• Sum Up: Remember Order
	• Traditional Tales
	  (See titles at end of document.)
	• Peek at the Story
		• Describe the Story 1.pdf: Use illustrations and details in a story to describe its characters, setting, or events.
		  – The Gingerbread Man
		  – The Little Red Hen
		  – The City Mouse and the Country Mouse
		  – The Brothers

b. Compare and contrast the experiences of characters in various texts.	• Describe Characters
	• Compare Characters
	• Traditional Tales
	  (See titles at end of document.)
		• Character Experiences.pdf: Compare and contrast the adventures and experiences of characters in stories.
		  – The City Mouse and the Country Mouse

c. Use the illustrations and details in a text to describe its central idea.	• Informational Books
	  (See titles at end of document.)
		• Finding Key Information.pdf: Use the illustrations and details in a text to describe its key ideas.
		  – Star Pictures

d. Compare and contrast two texts on the same topic.	• Informational Books
	  (See titles at end of document.)
		• Find the Similarity Between Two Texts.pdf: Identify basic similarities and differences between two texts on the same topic.
		  – How to Grow a Garden
		  – Growing Flowers

READING: FLUENCY		
Standard 12: Read with sufficient accuracy and fluency to support comprehension.		
a. Read various on-level text with purpose and understanding.	• Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed	

b. Read various on-level text with accuracy, appropriate rate, and expression on successive readings.	• Readable Books
	• Traditional Tales
	  (See titles at end of document.)
	• Expression Instruction
	• Fluency Speed
		• Reading Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  – Readable Books Chart
		  – Repeated Readings
		  – Fluency Check Sheets

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 12: Read with sufficient accuracy and fluency to support comprehension *continued*.		
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Song: Use a Clue • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Picture Clues	• Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Use-a-clue
WRITING		
WRITING: Inquiry to Build and Present Knowledge		
Standard 1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.		
a. Investigate questions by participating in shared research and writing projects.		• Collaborative Writing.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions).
b. Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.	• Connect to Me • Build Knowledge	• Recalling Information.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). – The Writing Process (including Proofreading Chart)
WRITING: Process and Production		
Standard 2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.		
a. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		• Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. – The Writing Process (including Proofreading Chart)
b. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.	Waterford includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING: Composing for Audience and Purpose		
Standard 3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.		
a. Print all upper- and lowercase letters.	• Letter Pictures • Letter Trace (Letter Picture Writing)	• Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. – Letter Picture Handwriting (Aa-Zz)

b. Use a combination of drawing and writing to communicate a topic with details.	• Waterford includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	• 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.
		  – Opinion Writing Activities
		• 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.
		  – Topical Writing Activities
		• 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.
		  – Narrative Writing Activities

GRADE 2		
LANGUAGE		
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH		
Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
a. Use collective nouns (e.g., group).	• Irregular Plurals	

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	• Song: Strange Spelling
	• Book: Moose Are Not Meese
	• Irregular Plurals
	• Plural Nouns
		• Irregular Plural Nouns.pdf: Form and use frequently occurring irregular plural nouns.
		  – Moose are Not Meese
		  – Plural Nouns

c. Use reflexive pronouns (e.g., myself, ourselves).	• Song: Pronouns • Pronouns	• Reflexive Pronouns.pdf: Use reflexive pronouns. – Reflexive Pronouns

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking *continued*.		
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	• Song: Irregular Verbs • Irregular Verbs	• Past Tense Irregular Verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. – Writing About the Past Activity – Irregular Verbs
e. Use adjectives and adverbs; choose between them depending on what is to be modified.	• Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives	• Adjectives vs. Adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. – Treasure Hunt: Adjectives and Adverbs – Simon Says: Verbs, Adverbs and Adjectives – Adjectives – Adverbs
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	• Revise: Start Sentences Differently; Add Details; Use Interesting Words	• Simple and Compound Sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. – Change the Sentence
Standard 2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
a. Capitalize holidays, product names, and geographic names.	• Song: Capital Letters • Edit Capitals	• Capitalization.pdf: Capitalize holidays, product names, and geographic names. – Capitalization
b. Use commas in greetings and closings of letters.	• Song: Comma, Comma, Comma • Edit Commas	
c. Use an apostrophe to form contractions and frequently occurring possessives.	• Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns	• Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. – Contractions – Possessive Nouns

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing *continued.*		
d. Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→ boil).	• Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Words • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Build Syllable Words • Editing: Check Spelling; Check Tricky Spellings	
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• Reading Detective: Build Vocabulary	• Consulting Reference Materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. – Vocabulary Dictionary
LANGUAGE: KNOWLEDGE OF LANGUAGE		
Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.		
Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
a. Compare formal and informal uses of English.	Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	• Uses of English.pdf: Compare formal and informal uses of English. – Tell a Story Activity

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE: VOCABULARY ACQUISITION AND USE		
Standard 4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		
a. Use sentence-level context as a clue to the meaning of a word or phrase.	• Song: Use a Clue • Picture Clues • Words Tell About the Pictures • Peek at the Story	• Sentence-level Context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. – Can Matilda Get the Cheese? – What Is in the Tree? – Will You Play With Me?
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	• Song: Put It at the Front; Key Words • Prefixes	• Adding Prefixes to Known Words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. • Invent a Word: Prefixes and Suffixes • Build a Word: Prefixes and Suffixes • Prefixes
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words; Compound Words; Key Words • Comparatives • Prefixes • Suffixes • Compound Words	• 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. – Comparatives – Prefixes – Suffixes
d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Reading Detective: Build Vocabulary	• 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. – Vocabulary Dictionary
Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.		
Demonstrate understanding of word relationships and nuances in word meanings.		
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	• Vocabulary: Introduction; Present; Definitions; Matching • Song: Adjectives Describe • Adjectives	• Identify Real-Life Connections.pdf: Identify real-life connections between words and their use. – Word Card Activity

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate understanding of word relationships and nuances in word meanings continued.		
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	• Song: Synonym Tree • Synonyms	• Closely Related Verbs.pdf: Distinguish shades of meaning among closely related verbs. – Shades of Meaning Charades
Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	• Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs	

SPEAKING AND LISTENING

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.		
a. Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.	Waterford contains many materials that can be used to integrate speaking and listening into classroom activities.	
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		• Class Discussion.pdf: Follow agreed-upon rules for discussions. – Ball Toss Activity

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own *continued*.		
c. Build on others' talk in conversations by linking their comments to the remarks of others.		• Conversation Building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. – Ball Toss Activity
d. Ask for clarification and further explanation as needed about the topics and texts under discussion.		• Ask Questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. – Ball Toss Activity
Standard 2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.		
a. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	• Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge	• Key Details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. – 45 Online books for listening for key ideas and details
b. 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.		• 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. – Ball Toss Activity
SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS		
Standard 3: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.		
a. Describe people, places, things, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	• Step Into the Story	• Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. – Tell a Story Activity

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate *continued*.		
b. Create audio/video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Creating Stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. – Visual Aids and Recording Activity
Standard 4: Adapt speech to a variety of contexts, audiences, and communicative tasks.		
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	• Song: What Is a Sentence? • Sentences	• Forming Complete Sentences.pdf: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. – Improved Responses
READING		
READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS		
Standard 1: Demonstrate understanding of the organization and basic features of print.		
Recognize the distinguishing features of a paragraph (e.g. indent).		• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. – Editing Chart
READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS		
Standard 2: Demonstrate understanding of words, syllables, and sounds (phonemes).		
Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should: -assess where students are, -determine what they need to learn to master the skills appropriate to their grade level or grade span, and -access district resources to move students toward proficiency.	Individual student responses determine the activity variations they will encounter that provide numerous opportunities for practice and review in Waterford. Personalized instruction enables students to progress through the sequence at their own pace, offering more challenging activities when they are ready	

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION		
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.		

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse
	• Readable Word Play
	• Spelling Exploration
	• Word Recognition
		• Long vs. Short Vowel Sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.
		  – Lesson 1: /ā/
		  – Lesson 2: /ō/
		  – Lesson 3: / ī /
		  – Lesson 3: /ū/
		  – Readable Check Sheets

b. Know spelling-sound correspondences for additional common vowel teams.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse
	• Readable Word Play
	• Build Syllable Words
	• Make and Spell
	• All-Star Spelling
	• Spelling Exploration
	• Spelling Instruction
	• Spelling Game
	• Word Recognition
	• Spell and Blend
	• Spelling Scramble
		• Spelling-sound Correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.
		  – Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones
		  – Readable Check Sheets

c. Decode regularly spelled two-syllable words with long vowels.	• Decode Syllable Words • Identify Variant Vowel Words • Identify r-Controlled Vowel Words • Word Recognition • Automatic Word Recognition • Power Words • Readable Books • Read-Along Books (See titles at end of document.)	• Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels. – Fluency Check Sheets

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words *continued*.		
d. Decode words with common prefixes and suffixes.	• Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Prefixes • Suffixes • Comparatives • Change Y to I	• Prefix and Suffix.pdf: Decode words with common prefixes and suffixes. – Lesson 30: Prefixes and Suffixes – Invent a Word: Prefixes – Build a Word: Prefixes – Past Tense Verb – Prefixes – Suffixes
e. Identify words with inconsistent but common spelling-sound correspondences.	• Word Recognition • Power Words • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell	• Inconsistent Words.pdf: Identify words with inconsistent but common spelling-sound correspondences. – Spelling and Sounds Activity
f. Recognize and read grade-appropriate irregularly spelled words.	• Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Words	• Irregularly Spelled Words.pdf: Recognize and read appropriate irregularly spelled words. – Lesson 1: /ī/ – Lesson 2: /ō/ – Lesson 3: /f/ – Lesson 4: Irregular Plurals
READING/KEY IDEAS AND DETAILS		
Standard 4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.		
Ask and answer questions about who, what, when, where, how and why.	• Describe Characters • Find an Answer • Sum Up: Five Ws • Compare Characters • Map the Story • Compare Characters • Sum Up: Remember Order • Reading Detective (Peek at the Story/Check My Guess) • Informational Books (See titles at end of document.)	• 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. – 52 Online books to practice strategies for understanding. • 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. – Vocabulary Match: Islands and Volcanoes – Vocabulary Match: Tornadoes

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.		
a. Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.	• Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books (See titles at end of document.)	• Moral of the Story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. – Why Wind and Water Fight – The Snow Lion – How Rivers Began – The Story of Tong and Mai Nhia
b. Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs	• Informational Books (See titles at end of document.)	• 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. – Great White Bird – The Talking Lizard – Winter Snoozers – The Courage to Learn – The Bee's Secret
Standard 6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
a. Describe how characters in a story respond to major events and challenges.	• Describe Characters • Compare Characters: Why Wind and Water Fight • Map the Story • Sum Up: Five Ws • Read-Along Books (See titles at end of document.)	• How are Characters Affected by Story Events .pdf: Describe how characters in a story respond to major events and challenges. – What if You Were an Octopus? – Why Wind and Water Fight
b. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect.	• Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like…Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like…Sophie Germain; Thales; Archimedes; Ada Byron Lovelace • Build Knowledge	• Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. – Louis Braille – Reaching Above – The Courage to Learn – Discovering Dinosaurs

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING: CRAFT AND STRUCTURE		
Standard 7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		

a. Describe how words and phrases supply rhythm and meaning in a text.	• Books: Bad News Shoes; I Hate Peas; Movin' to the Music
	• Expression: Phrases
		• Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.
		  – Poetry Book 1
		  – Poetry Book 2
		  – Bad News Shoes
		  – Movin' to the Music Time
		  – Winter Snoozers

b. Use provided resources to determine meaning of words and phrases in a text.	• Vocabulary Introduction: Present; Definitions; Matching
	• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi's Perimeter
		• Find the Meaning of a Word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
		  – Vocabulary Match: Islands and Volcanoes
		  – Vocabulary Match: Tornadoes

Standard 8: Analyze the structure of various texts, including how the features and components relate to each other and the whole.		
a. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.	• Song: Reading Detective • Sum Up: Remember Order • Map the Story	
b. Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently.	• Reading Detective (Build Vocabulary)	• Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. – How to Grow a Garden
Standard 9: Assess how perspective or purpose shapes the content and style of various texts.		
a. Acknowledge differences in the points of view of characters	• Books: Why Wind and Water Fight; Three Billy Goats Gruff • Compare Characters • Expression: Quotations	• 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. – Story Structure Activity

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 9: Assess how perspective or purpose shapes the content and style of various texts *continued*.		

b.Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• Informational Books
	(See titles at end of document.)
		• 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.
		  – Great White Bird
		  – The Pizza Book
		  – The Piñata Book
		  – The Talking Lizard
		  – The Courage to Learn
		  – The Bee's Secret

READING: INTEGRATION OF KNOWLEDGE AND IDEAS		
Standard 10: Evaluate the argument and specific claims in various texts.		
Describe how reasons support specific points an author or character makes in a text.	• Informational Books (See titles at end of document.)	• Supporting Ideas with Reason.pdf: Describe how reasons support specific points the author makes in a text. – How to Grow a Garden
Standard 11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).		
a. Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• Read-Along Books (See titles at end of document.) • Compare Characters • Map the Story • Peek at the Story • Check My Guess	• 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. – 27 Online books to demonstrate understanding characters, setting, and plot.
b. Compare and contrast two or more versions of the same story presented in diverse forms.	• Compare Characters • Read-Along Books • Traditional Tales (See titles at end of document.)	• Compare and Contrast Narrative.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. – Story Variations Activity
c. Explain how specific visuals contribute to and clarify the meaning of a text.	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book	• Clarifying with Pictures.pdf: Explain how specific images contribute to and clarify a text. – How to Grow a Garden
d. Compare and contrast the information presented by two texts on the same topic.	• Books: Louis Braille and Seeing Fingers	• Compare and Contrast Informational.pdf: Compare and contrast the most important points presented by two texts on the same topic. – Venn Diagram Activity: Penguins and Falcons

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING: FLUENCY		
Standard 12: Read with sufficient accuracy and fluency to support comprehension.		
a. Read various on-level text with purpose and understanding.	• Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.)	• Reading Check.pdf: Read on-level text with purpose and understanding. – 30 Online books to practice reading with purpose and understanding
b. Read various on-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.)	• Fluency Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. – Fluency Check Sheets
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Use a Clue • Mystery Words • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.)	• Using the Root Word to Determine Meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Comparatives Worksheets – Prefixes Worksheets – Suffixes Worksheets
WRITING		
WRITING: Inquiry to Build and Present Knowledge		
Standard 1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.		
a. Investigate questions by participating in shared research and writing projects.		• Collaborative Writing.pdf: Participate in shared research and writing projects. – Noise? What Noise? – Discovering Dinosaurs – The Story Cloth – Little Tree
b. Gather information from provided sources and/or recall information from experiences in order to answer questions.	• Informational Books (See titles at end of document.) • Build Knowledge • Step Into the Story	• Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. – All on the Same Earth – The Bee's Secret

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING: Process and Production		
Standard 2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.		
a. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	• Writing Introduction • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas	
b. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.	• Word Processor	

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING: Composing for Audience and Purpose		
Standard 3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.		

Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details), and an end.	• Writing Introduction
	• Word Processor Tutorial
	• Word Processor
	• Prewrite: Word Bank; Title; Mapping
	• First Draft
	• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic
		• 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.
		  – Bad News Shoes
		  – The Piñata Book
		  – Winter Snoozers
		• 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.
		  – Noise? What Noise?
		  – The Pizza Books
		  – Little Tree
		• 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.
		  – 15 Story examples with suggestions for student writing.

PRE-READING

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

Informational Books
Opposites, Pairs, Watch the Woolly Worm

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

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

BASIC READING

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

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?

SUPPORT

Professional Services offers a continuum of customizable services. Learn more here.

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

Rhyming Words; A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (Spanish); O: Polly, Put the Kettle On; P: This Little Pig; Q: Quack, Quack, Quack; R: Little Rabbit (Chinese); S: Eensy, Weensy Spider; T: Tortillas, Tortillas (Spanish); U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

Beginning Reading Songs

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

Many of these songs are available on the Waterford.org YouTube channel.

WEEKLY HOMELINK NEWSLETTERS

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

MATH HOMELINK NEWSLETTERS

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1–10), Order (1–10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11–15, Numbers 16–20

SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

Readiness Skills Letters

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

Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest

WATERFORD MENTOR

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

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