

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*Alabama
Alternate
Achievement
Standards
English
Language Arts
2018*

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

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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
Reading Standards for Literature		
Key Ideas and Details		
ELA.AAS.K.1- With prompting and support, identify details about a story.	<ul style="list-style-type: none"> Describe Characters Sum Up: Five Ws Look at Details 	<ul style="list-style-type: none"> Key Details Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> 49 stories with discussion questions to build comprehension
ELA.AAS.K.2- With prompting and support, identify details about a story.	<ul style="list-style-type: none"> Describe Characters Sum Up: Five Ws Look at Details 	<ul style="list-style-type: none"> Key Details Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> 49 stories with discussion questions to build comprehension
ELA.AAS.K.3- With prompting and support, identify characters and setting in a story.	<ul style="list-style-type: none"> Describe Characters Look at Details Sum Up: Five Ws Read With Me Books Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> 21 stories with suggested discussions to identify characters, settings, or major events
Craft and Structure		
ELA.AAS.K.6- With prompting and support, define the terms author and illustrator; With prompting and support, identify the author and illustrator of a particular story.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> Read With Me Books Decodable Books (See titles at end of document.) Print Concepts Introduction 	<ul style="list-style-type: none"> Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <ul style="list-style-type: none"> Andy's Adventures Rex Is In a Fix Little Monkey
Integration of Knowledge and Ideas		
ELA.AAS.K.7- With prompting and support, match words in the story to complementary illustrations.	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> Words Tell About the Pictures Vocab Introduction Vocab Choice 	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading Standards for Informational Text		
Key Ideas and Details		
ELA.AAS.K.10- With prompting and support, identify who, what, and/or where of an informational text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Sum Up: Five Ws 	
ELA.AAS.K.11- With prompting and support, identify the main topic of an informational text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Find an Answer Sum Up: Five Ws Sum Up: Remember Order Look at Details 	<ul style="list-style-type: none"> Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Seeing Fingers What Is a Cloud? Legs
ELA.AAS.K.12- Match and/or describe how two individuals, events, ideas are connected in a text.	<ul style="list-style-type: none"> Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm Build Knowledge 	<ul style="list-style-type: none"> Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. <ul style="list-style-type: none"> How to Grow a Garden Think With Me Growing Flowers
Craft and Structure		
ELA.AAS.K.15- Identify and/or define the author and illustrator of an informational text.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? A Story In the Snow
Integration of Knowledge and Ideas		
ELA.AAS.K.17- With prompting and support, identify a reason an author gives to support a key point in an informational text.	<ul style="list-style-type: none"> Book: What Is a Cloud? 	<ul style="list-style-type: none"> Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> How to Grow a Garden Think With Me

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading Standards: Foundational Skills		
Print Concepts		
ELA.AAS.K.20- Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
ELA.AAS.K.20a- Follow words from left to right, top to bottom, and page to page.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> • Following words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality
ELA.AAS.K.20d- Recognize and name all uppercase and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction • Letter Match • Pick the Letter • Fast Letter Fun • Hidden Letters • Letter Pictures • Find the Letter • Name That Letter • Name Game 	<ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
Fluency		
ELA.AAS.K.23- Read an emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> • Read With Me Books • Readable Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	
Writing Standards		
Text Types and Purposes		
ELA.AAS.K.24- Using a combination of drawings, dictation and writing, compose opinion pieces by stating an opinion; providing a reason related to the opinion.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). - Write With Me

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge		
<p>ELA.AAS.K.30- With prompting and support, recall a familiar experience or event.</p>	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Find an Answer • Build Knowledge 	<ul style="list-style-type: none"> • Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites
Speaking and Listening Standards		
Comprehension and Collaboration		
<p>ELA.AAS.K.32- Answer questions about a text read aloud.</p>	<ul style="list-style-type: none"> • Science Investigation • What Comes Next? • Find an Answer • Sum Up: Remember Order • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key details: Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Suggested questions for children to answer, from 58 narrated texts.
<p>ELA.AAS.K.33- With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Science Investigation • Ask a Question • Find an Answer 	<ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goopy Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
Presentation of Knowledge and Ideas		
<p>ELA.AAS.K.34- With prompting and support, answer questions about familiar people, places, and things.</p>	<ul style="list-style-type: none"> • Look At Details 	<ul style="list-style-type: none"> • Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things

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Language Standards		
Conventions of Standard English		
ELA.AAS.K.37- With prompting and support, speak and write in complete sentences.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences 	<ul style="list-style-type: none"> • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences
ELA.AAS.K.37a- With prompting and support, print many uppercase and lowercase letters.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace • Alphabet Introduction • Letter Match 	<ul style="list-style-type: none"> • Printing upper and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting
ELA.AAS.K.37b- With prompting and support, use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> • Songs: Nouns; Verbs • Nouns • Verbs 	
ELA.AAS.K.37e- With prompting and support, use frequently occurring preposition words (concrete prepositions) (e.g., to, from, in, out, on, off, by, and with).	<ul style="list-style-type: none"> • Song: Preposition Ship 	<ul style="list-style-type: none"> • Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> - Prepositions
ELA.AAS.K.37f- With prompting and support, produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences
Vocabulary Acquisition and Use		
ELA.AAS.K.40- With prompting and support, explore word relationships and nuances in word meanings.	<ul style="list-style-type: none"> • Songs: Verbs; Synonym Tree • Verbs 	<ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> - Shades-of-Meaning Charades
ELA.AAS.K.40a- With prompting and support, sort common objects into familiar categories (e.g., color, shape, size).	<ul style="list-style-type: none"> • Sort • Make Comparisons • Look at Details 	<ul style="list-style-type: none"> • Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Object Sort

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<i>Vocabulary Acquisition and Use continued</i>		
ELA.AAS.K.40b- Identify frequently occurring, familiar verbs and adjectives with their picture card opposites (e.g., light/dark, sleep/awake, walk/run).	<ul style="list-style-type: none"> • Song: Verbs • Book: Opposites • Opposites • Verbs 	<ul style="list-style-type: none"> • Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> - Guess the Opposite
ELA.AAS.K.40c- Identify real-life connections between words and their use (e.g., stove/cooking, sink/washing, bathtub/bathing).	<ul style="list-style-type: none"> • Book: Together 	<ul style="list-style-type: none"> • Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). <ul style="list-style-type: none"> - Make Connections
ELA.AAS.K.40d- With prompting and support, distinguish shades of meaning among verbs describing same action (e.g., walk, march, and strut).	<ul style="list-style-type: none"> • Songs: Verbs; Synonym Tree • Verbs 	<ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> - Shades-of-Meaning Charades
GRADE 1		
Reading Standards for Literature		
<i>Key Ideas and Details</i>		
ELA.AAS.1.1- Ask and/or answer who, what, when, where, and how questions about a story.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Find an Answer 	
ELA.AAS.1.1a- Make predictions about what will happen next in a story.	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next? • Predicting 	
ELA.AAS.1.2- Retell key details from stories.	<ul style="list-style-type: none"> • Recall Details • Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
ELA.AAS.1.3- Identify characters and setting in a story; identify details of characters and setting in a story.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Describe the Story 2.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs

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Craft and Structure		
<p>ELA.AAS.1.6- Identify who is telling the story at various points in a text.</p>	<ul style="list-style-type: none"> • Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves 	<ul style="list-style-type: none"> • Who Is Telling the Story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw
Integration of Knowledge and Ideas		
<p>ELA.AAS.1.7- Answer questions about illustrations in a story that describe its characters, setting, or events.</p>	<ul style="list-style-type: none"> • Describe Characters • Recall Details • Sum Up: Five Ws • Sum Up: Remember Order • Traditional Tales (See titles at end of document.) • Peek at the Story 	<ul style="list-style-type: none"> • Describe the Story 1.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> - The Gingerbread Man - The Little Red Hen - The City Mouse and the Country Mouse - The Brothers
Reading Standards for Informational Text		
Key Ideas and Details		
<p>ELA.AAS.1.10- Ask and answer questions about an informational text.</p>	<ul style="list-style-type: none"> • Recall Details • Ask a Question • Sum Up: Five Ws • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Key details Informational.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Water is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright
<p>ELA.AAS.1.11- Identify the main topic of an informational text.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright

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Key Ideas and Details <i>continued</i>		
ELA.AAS.1.12- Identify connections between two individuals, events, and ideas in an informational text.	<ul style="list-style-type: none"> • Connect to Me • Compare Characters • Build Knowledge • Recall Details • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Connecting Ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> - Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver
Craft and Structure		
ELA.AAS.1.15- Answer questions about pictures or illustrations and words in an informational 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.	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Animal Bodies - Star Pictures
Integration of Knowledge and Ideas		
ELA.AAS.1.17- Identify a reason an author gives to support a key point in an informational text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify Supporting Points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden
Reading Standards: Foundational Skills		
Print Concepts		
ELA.AAS.1.20- Demonstrate understanding of the features of print.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
ELA.AAS.1.20a- Identify the features of a sentence (i.e., first word and ending punctuation).	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Capital Letters; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Sentence Features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> - Sentence Strips - Language Concepts
Fluency		
ELA.AAS.1.23- Read and comprehend a text of 50 words with or without pictures.	<ul style="list-style-type: none"> • Traditional Tales • Read-Along Books • Informational Books (See titles at end of document.) 	
ELA.AAS.1.23a- Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Traditional Tales • Read-Along Books • Informational Books (See titles at end of document.) 	

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Writing Standards		
Text Types and Purposes		
ELA.AAS.1.25- With prompting and support, compose informative or explanatory text by stating a topic and providing supporting facts and details, including some sense of closure.	<ul style="list-style-type: none"> Play and Practice: Word Processor 	<ul style="list-style-type: none"> Writing with Facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> Topical Writing Activities
Research to Build and Present Knowledge		
ELA.AAS.1.29- With prompting and support, participate in shared research and writing projects.		<ul style="list-style-type: none"> 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).
Speaking and Listening Standards		
Comprehension and Collaboration		
ELA.AAS.1.32- Ask and/or answer questions about a text read aloud.	<ul style="list-style-type: none"> Ask a Question Recall Details Sum Up: Five Ws 	<ul style="list-style-type: none"> Key Details Narrative.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> The Three Little Pigs Anansi and the Seven Yarn Hills Mr. Lucky Straw
ELA.AAS.1.33- Ask and/or answer questions about information presented orally.	<ul style="list-style-type: none"> Ask a Question Recall Details Sum Up: Five Ws 	<ul style="list-style-type: none"> Key Details Narrative.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> The Three Little Pigs Anansi and the Seven Yarn Hills Mr. Lucky Straw
Presentation of Knowledge and Ideas		
ELA.AAS.1.34- Describe familiar people, places, things, and events when communicating.	<ul style="list-style-type: none"> Song: Adjectives Describe Adjectives 	<ul style="list-style-type: none"> Use Relevant Details to Express Ideas and Feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> Ask and Answer Activity

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Language Standards		
Conventions of Standard English		
ELA.AAS.1.37- Demonstrate standard English grammar when writing or speaking.	Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	
ELA.AAS.1.37a- Print all uppercase and lowercase letters when writing or speaking.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting (Aa-Zz)
ELA.AAS.1.37c- Use frequently occurring nouns and verbs when writing or speaking.	<ul style="list-style-type: none"> • Songs: Nouns; Verbs • Nouns • Verbs 	<ul style="list-style-type: none"> • Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: "Nouns" - Nouns • Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs
ELA.AAS.1.37f- Use adjectives when writing or speaking.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Adjectives
ELA.AAS.1.37g- Use the conjunctions, and or, when writing or speaking.	<ul style="list-style-type: none"> • Power Words: and; or 	<ul style="list-style-type: none"> • Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> - Conjunctions
Vocabulary Acquisition and Use		
ELA.AAS.1.39- Identify the meaning of unknown words based on grade 1 reading and content.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Sentence-level Context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play with Me?
ELA.AAS.1.39c- Identify frequently occurring root words and their inflectional forms.	<ul style="list-style-type: none"> • Songs: Tricky Y to I; Large, Larger, Largest; Double the Fun; Put it at the Front; Put it at the End • Prefixes • Suffixes • Change Y to I 	<ul style="list-style-type: none"> • Frequently Occurring Root Words.pdf: Identify Frequently Occurring Root Words and their inflectional forms. <ul style="list-style-type: none"> - Affixes and Inflections

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
ELA.AAS.1.39.d - Apply alphabetical order to the first letter of words to access information.	<ul style="list-style-type: none"> • ABC Order (1st Letter) 	
ELA.AAS.1.40- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs 	<ul style="list-style-type: none"> • Distinguish Meaning Among Verbs.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> - Shades of Meaning: Verbs and Adjectives
ELA.AAS.1.40a- Use picture word cards to sort words into categories (e.g., colors, clothing).	<ul style="list-style-type: none"> • Book: The Birds, the Beast, and the Bat • Sort 	<ul style="list-style-type: none"> • Sorting Common Objects into Categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Sorting Objects
ELA.AAS.1.40b- Sort familiar words into like groups (e.g., duck, swan, and bluebird are all birds; triangle, square, and circle are all shapes).	<ul style="list-style-type: none"> • Sort 	<ul style="list-style-type: none"> • Defining Words.pdf: Define words by category and by one or more key attributes. <ul style="list-style-type: none"> - Sorting Objects
ELA.AAS.1.40c - Identify real life connections between words and their use (e.g., note places at home that are cozy).	<ul style="list-style-type: none"> • Connect to Me • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify Real-Life Connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> - Making Connections

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 2		
Reading Standards for Literature		
Key Ideas and Details		
ELA.AAS.2.1- Ask and answer who, what, and where questions about a story.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Compare Characters • Map the Story 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 52 Online books to practice strategies for understanding.
ELA.AAS.2.1a- Identify the main idea of a story.	<ul style="list-style-type: none"> • Traditional Tales • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the Main Topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee’s Secret - Reaching Above
ELA.AAS.2.2- Identify the central idea of fables and folk tales to determine the lessons and morals.	<ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Moral of the Story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
ELA.AAS.2.3- Answer questions about the characters and events in a story.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters: Why Wind and Water Fight • Map the Story • Sum Up: Five Ws • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • How are Characters Affected by Story Events .pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> - What if You Were an Octopus? - Why Wind and Water Fight

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
<p>ELA.AAS.2.6- Identify which character is speaking in a story at different points in the story.</p>	<ul style="list-style-type: none"> Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves 	<ul style="list-style-type: none"> Who Is Telling the Story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> Who Is the Speaker? The Brothers The City Mouse and the Country Mouse Mr. Lucky Straw
Integration of Knowledge and Ideas		
<p>ELA.AAS.2.7- Use an illustration to identify a character setting, or plot of a story.</p>	<ul style="list-style-type: none"> Describe Characters Recall Details Sum Up: Five Ws Sum Up: Remember Order Traditional Tales (See titles at end of document.) Peek at the Story 	<ul style="list-style-type: none"> Describe the Story 1.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> The Gingerbread Man The Little Red Hen The City Mouse and the Country Mouse The Brothers
Reading Standards for Informational Text		
Key Ideas and Details		
<p>ELA.AAS.2.10- Answer who, what, and where questions to demonstrate understanding of an informational text.</p>	<ul style="list-style-type: none"> Compare Characters Map the Story Sum Up: Remember Order Reading Detective (Peek at the Story/Check My Guess) Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> Vocabulary Match: Islands and Volcanoes Vocabulary Match: Tornadoes
<p>ELA.AAS.2.11- Identify the main idea of an informational text; identify important details in an informational text.</p>	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify the Main Topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> Great White Bird The Talking Lizard Winter Snoozers The Courage to Learn The Bee's Secret Reaching Above

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Key Ideas and Details <i>continued</i>		
<p>ELA.AAS.2.12- Identify events or steps in a historical, scientific, or technical text.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs
Craft and Structure		
<p>ELA.AAS.2.15- Identify the main purpose or topic of an informational text.</p>	<ul style="list-style-type: none"> • Recall Details • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright
Integration of Knowledge and Ideas		
<p>ELA.AAS.2.17- Identify multiple reasons an author gives to support a key point in an informational text.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify Supporting Points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading Standards: Foundational Skills		
Fluency		
<p>ELA.AAS.2.21- Read and comprehend a text of 75 words with or without pictures.</p>	<ul style="list-style-type: none"> Informational Books: Water Is All Around; Animal Bodies; Star Pictures; 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 Orville and Wilbur Wright; I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> Informational Reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1. <ul style="list-style-type: none"> Water Is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like Jane Goodall I Want to Be a Scientist Like George Washington Carver I Want to Be a Scientist Like Wilbur and Orville Wright
<p>ELA.AAS.2.21a- Read on-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> Read-Along Books Fluency, Comprehension, and Speed Books Informational Books Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> Reading Check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> 30 Online books to practice reading with purpose and understanding
Writing Standards		
Text Types and Purposes		
<p>ELA.AAS.2.24- Compose narrative texts by introducing characters or a narrator and organizing events in sequence.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Writing Narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> 15 Story examples with suggestions for student writing.
Research to Build and Present Knowledge		
<p>ELA.AAS.2.27- Participate in research projects.</p>		<ul style="list-style-type: none"> Collaborative Writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> Noise? What Noise? Discovering Dinosaurs The Story Cloth Little Tree

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge <i>continued</i>		
ELA.AAS.2.28- Recall experiences to answer a question.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Step Into the Story 	<ul style="list-style-type: none"> • Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - The Bee’s Secret
Speaking and Listening Standards		
Comprehension and Collaboration		
ELA.AAS.2.30- Ask and answer questions about a text read aloud or information presented orally through other media.	<ul style="list-style-type: none"> • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Key Details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - 45 Online books for listening for key ideas and details
ELA.AAS.2.31- Ask or answer questions about information presented orally.		<ul style="list-style-type: none"> • Gathering Additional Information Through Questions. pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> - Ball Toss Activity
Presentation of Knowledge and Ideas		
ELA.AAS.2.32- Tell a story or report on a topic or a personal experience.	<ul style="list-style-type: none"> • Step Into the Story 	<ul style="list-style-type: none"> • Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> - Tell a Story Activity
Language Standards		
Conventions of Standard English		
ELA.AAS.2.35- Demonstrate standard English grammar when writing or speaking.	Waterford activities provide opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	
ELA.AAS.2.35a- Use nouns and verbs when writing or speaking.	<ul style="list-style-type: none"> • Song: Nouns; It Happened Yesterday; Verbs • Nouns • Verbs • Past Tense Verbs 	<ul style="list-style-type: none"> • Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: “Nouns” - Nouns • Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
ELA.AAS.2.35b- Use plural nouns when writing or speaking.	<ul style="list-style-type: none"> • Songs: More Than One; Nouns; What Is a Sentence? • Nouns • Plural Nouns • Verbs 	<ul style="list-style-type: none"> • Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns - Verbs and Nouns - Verb Endings
ELA.AAS.2.35c- Identify and use personal pronouns when writing or speaking.	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns
ELA.AAS.2.35e- Use adjectives when writing or speaking.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Adjectives
Vocabulary Acquisition and Use		
ELA.AAS.2.38-With prompting and support, 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.	<ul style="list-style-type: none"> • Song: Use a Clue • Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story 	<ul style="list-style-type: none"> • Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings
ELA.AAS.2.38a- With prompting and support, use context clues to determine the meaning of a word or phrase in a sentence.	<ul style="list-style-type: none"> • Song: Use a Clue • Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story 	<ul style="list-style-type: none"> • Sentence-level Context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play With Me?
ELA.AAS.2.38e- With prompting and support, use a dictionary, glossary, and/or digital resources to find the meanings of words.	<ul style="list-style-type: none"> • Reading Detective: Build Vocabulary 	<ul style="list-style-type: none"> • Using Glossaries and Dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary

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

WATERFORD *Books and Related Activities*

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.

WATERFORD *Family Engagement Resources*

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at mentor.waterford.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

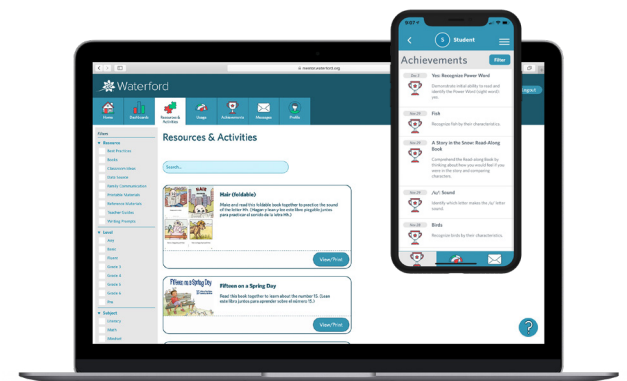
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).