

CURRICULUM *Correlation*



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

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ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN READING FOUNDATIONAL STANDARDS		
READING FOUNDATIONAL SKILLS: ORAL SKILLS		
1. Phonological Awareness: a. Produce all individual phonemes in words using accurate articulation.	Waterford provides activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. <ul style="list-style-type: none"> Blend Every Sound Where Is the Sound? 	
b. Produce initial and final sounds of words using accurate articulation.	<ul style="list-style-type: none"> Initial Sounds Right Initial Sound Final Sound Right Final Sound Where Is the Sound? Stick 'n' Spell 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> Segmenting Sound Sense Playing Cards
c. Identify the initial and final sounds (not letters) of a spoken word.	<ul style="list-style-type: none"> Initial Sounds Right Initial Sound Final Sound Right Final Sound Where Is the Sound? Stick 'n' Spell 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> Segmenting Sound Sense Playing Cards
d. Produce rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.	<ul style="list-style-type: none"> Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme Rhyming Words Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> Change the Rhyme Rhyming Riddles Down by the Bay Rhyme Match Rhyming Bingo Sound Sense Cards
e. Identify rhyming words in response to an oral prompt.	<ul style="list-style-type: none"> Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme Rhyming Words 	<ul style="list-style-type: none"> Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> Change the Rhyme Rhyming Riddles Down by the Bay Rhyme Match Rhyming Bingo Sound Sense Cards

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL SKILLS: ORAL SKILLS <i>continued</i>		
f. Segment one-syllable words into its phonemes.	<ul style="list-style-type: none"> Phoneme Segmentation 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> Segmenting Sound Sense Playing Cards
g. Blend two or three spoken syllables to produce words.	<ul style="list-style-type: none"> Syllables 	<ul style="list-style-type: none"> Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> Segmenting Syllables Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> Segmenting Syllables
h. Produce and blend the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation.	<ul style="list-style-type: none"> Initial Sounds Right Initial Sound Final Sound Right Final Sound Where Is the Sound? Stick 'n' Spell 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> Segmenting Sound Sense Playing Cards
i. Blend spoken sounds to produce words.	<ul style="list-style-type: none"> Blend Onset/Rime Blending Blending Riddles Blending Dragon Blend Individual Phonemes Find the Picture 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllable spoken words. <ul style="list-style-type: none"> Segmenting Syllables
j. Discriminate between initial, medial, and final spoken sounds within a word.	<ul style="list-style-type: none"> Initial Sounds Right Initial Sound Final Sound Right Final Sound Where Is the Sound? 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> Segmenting Sound Sense Playing Cards
k. Produce and blend the initial, medial, and final sounds of grade appropriate words using accurate articulation and pronunciation.	<ul style="list-style-type: none"> Initial Sounds Right Initial Sound Final Sound Right Final Sound Where Is the Sound? 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> Segmenting Sound Sense Playing Cards

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL SKILLS: ORAL SKILLS <i>continued</i>		
l. Produce new words when initial sound(s), including digraphs, are changed (i.e., word families).	<ul style="list-style-type: none"> Circus Clown Climbers One, Two, Three Sounds Barnyard Bash Change One Sound Phoneme Substitution 	
m. Orally form words by substituting simple onsets (/c/) with given rimes (/at/).	<ul style="list-style-type: none"> Circus Clown Climbers One, Two, Three Sounds Barnyard Bash Change One Sound Phoneme Substitution 	
READING FOUNDATIONAL SKILLS: PRINT SKILLS		
2. Print Concepts: a. Demonstrate the command of left to right, top to bottom directionality, and return sweep when “reading” books.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> Print Concepts Print Directionality 	<ul style="list-style-type: none"> Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> Print Directionality
b. Recognize that words are represented by a sequence of letters	<ul style="list-style-type: none"> Letters Make Words Picture Story 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 2
c. Demonstrate the one-to-one correlation between a spoken word and a printed word.	<ul style="list-style-type: none"> Letters Make Words Picture Story 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 3
d. Recognize that sentences are made up of separate words and symbols.	<ul style="list-style-type: none"> Print Concepts Look, Listen, and Match 	<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
e. Recognize the difference between a letter and a printed word.	<ul style="list-style-type: none"> Letters Make Words Print Concepts 	
f. Understand that words are separated by spaces in print	<ul style="list-style-type: none"> Print Concepts Look, Listen, and Match 	<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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL SKILLS: PRINT SKILLS <i>continued</i>		
g. Name all uppercase and lowercase letters of the alphabet with different fonts out of sequence.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review (Distinguish Letters) • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
h. Produce letter sounds represented by the single lettered consonants and vowels.	<ul style="list-style-type: none"> • Songs: Consonants; Apples and Bananas Vowel Song; Old MacDonald's Vowel Song • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound 	
3. Phonics and Word Recognition: a. Decode common CVC words.	<ul style="list-style-type: none"> • Blend Decodable Words • Blending Riddles • Blending • Find the Picture • Blend Every Sound • Blend Individual Phonemes • Decodable Books (See titles at end of document.) 	
b. Decode a new word when a specific letter is changed, added, or removed.	<ul style="list-style-type: none"> • Blend Decodable Words • Blending • Blend Every Sound • Blend Individual Phonemes • Decodable Books (See titles at end of document.) 	

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READING FOUNDATIONAL SKILLS: PRINT SKILLS <i>continued</i>		
4. Fluency: a. Read high frequency words with automaticity in context.	<ul style="list-style-type: none"> Power Words Decodable Books Read with Me Books Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Reading check.pdf: Read emergent-reader texts with purpose and understanding. <ul style="list-style-type: none"> Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
b. Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Decodable Books Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Reading check.pdf: Read emergent-reader texts with purpose and understanding. <ul style="list-style-type: none"> Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
RECEPTIVE COMMUNICATION: LISTENING AND READING		
Standard 1: By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		
PE/E-1: answer questions about one or more details from a read-aloud, picture book, and oral presentation. B-1: ask questions about key details from a read-aloud, picture book, and oral presentation. I-1: ask and answer questions about key details from a read aloud, picture book, and oral presentation.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws Look at Details 	<ul style="list-style-type: none"> Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> 49 stories with discussion questions to build comprehension 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, Gooney Mud The Alligator in the Library Lost Socks Moving Day Mine

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Standard 1: By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing <i>continued</i> .		
<p>PE/E-2: identify key words and phrases in read-alouds and oral presentations.</p> <p>B-2: identify key details from read alouds, picture books, and/or oral presentations.</p> <p>I-2: identify the main topic and details from read-alouds, picture books, and/or oral presentation.</p>	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Look at Details • Picture Clues • What Comes Next? 	<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
<p>PE/E-3: repeat familiar texts.</p> <p>B-3: retell familiar texts.</p> <p>I-3: retell familiar texts with details.</p>	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Look at Details • Picture Clues • What Comes Next? 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
<p>PE/E-4: identify similarities within a familiar text.</p> <p>B-4: identify differences within a familiar text.</p> <p>I-4: identify basic similarities and differences within a text.</p>	<ul style="list-style-type: none"> • Compare Characters 	<ul style="list-style-type: none"> • Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> - My Super Sticky Sandwich and Lumpy Mush - Lost Socks and Play Ball - At Camp and Family Vacation

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Standard 2: By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.		
<p>PE/E-1: answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p> <p>B-1: answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p> <p>I-1: answer and ask questions about the meaning of words and phrases in grade appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop up with an illustration.</p>	<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 • 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 • 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 • 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, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine

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PRODUCTIVE COMMUNICATION: SPEAKING AND WRITING		
Standard 3: By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.		
<p>PE/E-1: communicate simple information or feelings about familiar topics, experiences, or events.</p> <p>B-1: tell or dictate simple messages about a variety of topics, experiences, or events.</p> <p>I-1: make simple oral presentations about a variety of topics, experiences, or events.</p>		<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
<p>PE/E-2: add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.</p> <p>B-2: add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.</p> <p>I-2: add appropriate drawings or other visual displays to provide additional detail about a variety of topics, experiences, or events.</p>	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> My Favorite Things

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics <i>continued</i> .		
<p>PE/E-3: add illustrations and labels to familiar topics, experiences, or events.</p> <p>B-3: compose short words and phrases using appropriate conventions about a variety of topics, experiences, or events.</p> <p>I-3: compose short written texts using appropriate conventions about a variety of topics, experiences, or events.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) 	<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 • Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality • Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush
<p>PE/E-4: produce writing about familiar topics using graphic organizers and sentence frames about a variety of topics, experiences, or events.</p> <p>B-4: produce writing with appropriate organization using graphic organizers and sentence frames about a variety of topics, experiences, or events.</p> <p>I-4: produce writing with appropriate organization about a variety of topics, experiences, or events.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) 	<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 • Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality • Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> - Fawn Eyes - A Story in the Snow

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Standard 4: By the end of each language proficiency level, an English learner can construct grade appropriate oral and written claims and support them with reasoning and evidence.		
<p>PE/E-1: express an opinion or preference using words and/or illustrations about a familiar topic.</p> <p>B-1: express an opinion or preference and limited justification about a familiar topic or story.</p> <p>I-1: express an opinion or preference using appropriate structure and justification about a variety of topics or stories.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things • 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
Standard 5: By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.		
<p>PE/E-1: respond to questions and suggestions from peers and add details to writing.</p> <p>B-1: respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>I-1: respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>		<ul style="list-style-type: none"> • Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. <ul style="list-style-type: none"> - Family Vacation Creative Writing

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 5: By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing <i>continued</i> .		
<p>PE/E-2: demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.</p> <p>B-2: demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.</p> <p>I-2: demonstrate increasing awareness of differences between informal “playground speech” and language appropriate to the classroom.</p>	<p>All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Vocab Introduction • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things
INTERACTIVE COMMUNICATION: LISTENING, SPEAKING, READING, WRITING		
Standard 6: By the end of each language proficiency level, an English learner can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		
<p>PE/E-1: participate in short conversations about familiar topics.</p> <p>B-1: participate in conversations and discussions about familiar topics.</p> <p>I-1: participate in conversations and discussions about a variety of topics with diverse partners.</p>	<p>Waterford Reading contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p>	<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> - My Favorite Things • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Taking Turns • Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Taking Turns
<p>PE/E-2: follow some rules for discussion about familiar topics.</p> <p>B-2: follow increasing number of rules for discussion about familiar topics.</p> <p>I-2: follow rules for discussion about a variety of topics.</p>		<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> - My Favorite Things • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Taking Turns • Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Taking Turns

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Standard 6: By the end of each language proficiency level, an English learner can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions <i>continued</i> .		
PE/E-3 respond to simple yes-no and wh- questions about familiar topics. B-3: respond to simple yes-no and wh- questions about familiar topics. I-3: ask and answer questions about a variety of grade appropriate topics.		<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> - My Favorite Things • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Taking Turns • Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Taking Turns
Standard 7: By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.		
PE/E-1: recall or use information from a provided source to answer a question about familiar topics. B-1: recall and record information from experience or use information from provided sources to answer a question with developing control. I-1: recall and record information from experience or use information from provided sources to answer a question with increasing control.		<ul style="list-style-type: none"> • Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> - Think and Write Activity - I Go... - At Camp - Together - Opposites
PE/E-2: participate in shared research and writing projects about familiar topics. B-2: participate in shared research and writing projects by communicating findings. I-2: participate in shared research and writing projects by evaluating and communicating findings.		<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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8: By the end of each language proficiency level, an English learner can analyze and critique the arguments of others orally and in writing.		
<p>PE/E-1: orally identify one reason an author or a speaker gives in a familiar text.</p> <p>B-1: orally identify one reason an author or a speaker gives to support a point.</p> <p>I-1: orally and/or in writing identify one or two reasons an author or speaker gives to support points in a text.</p>	<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 Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <ul style="list-style-type: none"> Write With Me
<p>PE/E-2: respond to yes-no, either-or, and wh- questions about what an author or speaker says.</p> <p>B-2: ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.</p> <p>I-2: ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.</p>	<ul style="list-style-type: none"> Science Investigation 	<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, Gooey Mud The Alligator in the Library Lost Socks Moving Day Mine

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE		
Standard 9: By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text.		
<p>PE/E-1: express feelings about an event or a familiar story using a limited number of words.</p> <p>B-1: describe/express thoughts and feelings about several events from a familiar story with developing control of some frequently occurring linking words (e.g., and, then).</p> <p>I-1: describe/express thoughts, feelings, and ideas about a short sequence of events from a familiar story, with a beginning, middle, and end including the use of frequently occurring linking words.</p>		<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 Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> My Favorite Things
<p>PE/E-2: use a combination of drawing and teacher dictation to produce a text for a given purpose.</p> <p>B-2: use a combination of drawing, teacher dictation and writing to produce a grade appropriate text for a given purpose.</p> <p>I-2: use a combination of drawing, teacher dictation, and writing to produce a grade appropriate text for a given purpose.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> Dots, Lines, and Circles Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> The Germs Lumpy Mush Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> Fawn Eyes A Story in the Snow Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <ul style="list-style-type: none"> Write With Me

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 10: By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing.		
<p>PE/E-1: recognize and use frequently occurring nouns, verbs, and short phrases in shared language activities.</p> <p>B-1: recognize and use frequently occurring regular plural nouns, verbs, and prepositions in shared language activities.</p> <p>I-1: use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities.</p>	<ul style="list-style-type: none"> Songs: Nouns; Verbs; More Than One; Preposition Ship Nouns Plural Nouns Verbs Sum Up, Five Ws 	<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 Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> Prepositions
<p>PE/E-2: respond to yes-no and wh questions in shared language activities</p> <p>B-2: use and respond to question words in shared language activities.</p> <p>I-2: ask and answer interrogatives (wh questions) in shared language activities.</p>	<ul style="list-style-type: none"> Sum Up, Five Ws 	<ul style="list-style-type: none"> Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> My Favorite Things
<p>PE/E-3: produce simple sentences.</p> <p>B-3: produce simple sentences.</p> <p>I-3: produce and expand simple sentences in shared language activities.</p>	<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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 1		
READING FOUNDATIONAL STANDARDS		
1. Phonological Awareness: a. Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences.	<ul style="list-style-type: none"> Initial Sound Right Initial Sound Final Sound Right Final Sound Letter Sound Sound Room Where Is the Sound? 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> Segmenting: First Phoneme Segmenting: Last Phoneme Phoneme Categorization Sound Sense Playing Cards
b. Articulate the 44 phonemes accurately.	<ul style="list-style-type: none"> Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse; Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?; C and G; Bossy Mr. R Letter Sound Songs Letter Sound Letter Sound Screening Sound Room Name That Letter Sound Choose a Sound 	
c. Independently recite familiar rhymes, songs, chants and text with accurate pronunciation.	Sing a Rhyme Songs/Books are a collection of familiar nursery rhymes and songs. Children are encouraged to follow along as the narrator reads and to sing along with the song. The repetition promotes memorization with correct pronunciation.	
d. Distinguish between initial, medial, and final spoken sounds to produce words.	<ul style="list-style-type: none"> Initial Sound Right Initial Sound Final Sound Right Final Sound Letter Sound Sound Room Where Is the Sound? 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> Segmenting: First Phoneme Segmenting: Last Phoneme Phoneme Categorization Sound Sense Playing Cards
e. Orally produce groups of words that begin with the same initial sounds (alliteration).	<ul style="list-style-type: none"> Initial Sound Right Initial Sound 	

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL STANDARDS <i>continued</i>		
f. Distinguish between long and short vowel sounds in orally stated single-syllable words.	<ul style="list-style-type: none"> Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse Letter Sound Name That Sound 	<ul style="list-style-type: none"> Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> Phonics and Word Recognition Long and Short Vowel Cards
g. Identify and generate a series of single-syllable rhyming words with a variety of phonograms.	<ul style="list-style-type: none"> Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme Rhyming Words (Rhyming Words Song) 	<ul style="list-style-type: none"> Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> Change the Rhyme Rhyming Riddles "Down by the Bay" Rhyme Match Rhyming Bingo Sound Sense Cards
h. Segment multi-syllable words into syllables.	<ul style="list-style-type: none"> Syllable Syllable Safari Take Away Syllables 	<ul style="list-style-type: none"> Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> Segmenting Syllables
i. Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Compound Words; Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale? Compound Words Sound Room-Digraphs 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun! Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> Segmenting Syllables
j. Form words by blending spoken simple onsets (/c/) and rimes (/at/).	<ul style="list-style-type: none"> Blend Onset/Rime Sounds Blending Blending Riddles Phoneme Segmentation Blending Dragon Blend Every Sound (Phonemes) Blend Phonemes (Blend Individual Phonemes) Find the Picture 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> Segmenting Syllables

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL STANDARDS <i>continued</i>		
k. Recognize and produce a new word when a phoneme is changed, added, or removed.	<ul style="list-style-type: none"> Circus Clown Climbers One, Two, Three Sounds Barnyard Bash Change One Sound Phoneme Segmentation Phoneme Deletion Phoneme Substitution 	
2. Print Concepts: a. Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> Print Concepts Print Directionality Read With Me Books Sing a Rhyme Songs/Books Informational Books Decodable Books (See titles at end of document.)	
b. Track text left to right and top to bottom with return sweep.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> Print Directionality
c. Track written words with one to one correlation.	<ul style="list-style-type: none"> Letters Make Words Picture Story 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 3
d. Distinguish between uppercase and lowercase letters.	<ul style="list-style-type: none"> Letter Pictures Letter Trace (Letter Picture Writing) Similarities and Differences in Letters 	<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)
e. Distinguish between letters, words, sentences, and paragraphs.	<ul style="list-style-type: none"> Songs: What is a Sentence?; Sentence Marks ABC Songs Letters Make Words Alphabet Introduction (Distinguish Letters) 	<ul style="list-style-type: none"> Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Types of Sentences Skill Builder Song
f. Distinguish letters from numbers and symbols.	<ul style="list-style-type: none"> Alphabet Introduction (Distinguish Letters) Similarities and Differences in Letters 	

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL STANDARDS <i>continued</i>		
g. Name all uppercase and lowercase letters of the alphabet out of sequence with different fonts.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Similarities and Differences in Letters • Letter Pictures • Letter Trace (Letter Picture Writing) 	
h. Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Songs: What Is a sentence?; Capital Letters; Sentence Marks • Sentences • Sentence Marks • Edit Capitals 	<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
i. Identify capitalization and ending punctuation.	<ul style="list-style-type: none"> • Songs: Capital Letters (Proper Nouns)(Days); Sentence Marks • Edit Capitals • Sentence Marks • Edit Calendar Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> - Capitalization • Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> - "I Like Kites" Punctuation
j. Locate and identify the title, author, illustrator, title page, and table of contents of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud.	<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
3. Phonics and Word Recognition (Decoding): a. Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - 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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL STANDARDS <i>continued</i>		
b. Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs.	<ul style="list-style-type: none"> Songs: ABC Songs; Letter Sound Songs; Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?; Old MacDonald's Vowel Song; Apples and Bananas; Vowels Side by Side; Bossy Mr. R Word Mastery Sound Room-Digraphs Pattern Hunt Spell and Blend Name That Sound Word Pattern Spelling Letter Sound Screening Word Blending Say and Trace 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun!
c. Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including <ul style="list-style-type: none"> single letters consonant blends consonant/vowel digraphs (th, sh, ck) diphthongs (ea, ie, ee) r-controlled vowels 	<ul style="list-style-type: none"> Songs: ABC Songs; Letter Sound Songs; Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?; Old MacDonald's Vowel Song; Apples and Bananas; Vowels Side by Side; Bossy Mr. R Word Mastery Sound Room-Digraphs Pattern Hunt Spell and Blend Name That Sound Word Pattern Spelling Letter Sound Screening Word Blending Say and Trace 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Activities Chart 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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL STANDARDS <i>continued</i>		
d. Decode and blend a new word when a specific grapheme is changed, added, or removed.	<ul style="list-style-type: none"> Circus Clown Climbers One, Two, Three Sounds Barnyard Bash Word Mastery Letter Sound Name That Sound Key Word Match Pattern Hunt Spell and Blend Word Pattern Spelling Say and Trace 	
e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> Song: Compound Words Syllables Syllable Safari Compound Words Watch Me Read 	<ul style="list-style-type: none"> Relationship of vowel to syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Syllable Segmentation
f. Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC).	<ul style="list-style-type: none"> Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Guess the Word Mystery Word Pinball Word Recognition 	<ul style="list-style-type: none"> Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> Lesson 1: /ā/ Lesson 2: /ō/ Lesson 3: /ī/ Lesson 3: /ū/ Readable Check Sheets
g. Decode and blend common inflectional endings in words (-s, -ed, -ing).	<ul style="list-style-type: none"> Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare The Three Sounds of -ED Suffixes Comparatives 	<ul style="list-style-type: none"> Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> Pattern Word Building: Double the Letter Language Concept: Plural Nouns
h. Use word order and context to confirm decoding of text.	<ul style="list-style-type: none"> Song: Look for a Clue Rusty and Rosy's Clues Mystery Words Use a Clue Watch Me Read 	<ul style="list-style-type: none"> Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> Use-a-clue

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL STANDARDS <i>continued</i>		
4. Fluency: a. Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Reading Tutorial • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> – Readable Books Chart – Repeated Readings – Fluency Check Sheets
b. Use punctuation to guide reading fluency, including the use of: <ul style="list-style-type: none"> • periods • question marks • exclamation points • commas • apostrophes • quotation marks 	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks; Comma, Comma, Comma; Apostrophe Pig; Quotation Marks • Sentences • Sentence Marks • Edit End Punctuation • Edit Commas • Contractions 	<ul style="list-style-type: none"> • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> – A Closer Look – What's My Sentence? – Sentence Strips – Punctuation – Sentences • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> – Commas • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> – Contractions – Possessive Nouns
c. Read grade-appropriate high frequency words and irregular sight words fluently.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Word Mastery • Power Words • Spelling Scramble 	<ul style="list-style-type: none"> • Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> – Say, Spell, Write – Power Word Cards

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RECEPTIVE COMMUNICATION: LISTENING AND READING		
Standard 1: By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		
<p>PE/E-1: respond to simple literal questions.</p> <p>B-1: ask and answer questions such as who, what, where, why, when, and how about key details in a text.</p> <p>I-1: ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea.</p>	<ul style="list-style-type: none"> Recall Details Ask a Question Sum Up, Five Ws Traditional Tales Informational Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> The Three Little Pigs Anansi and the Seven Yarn Hills Mr. Lucky Straw 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.
<p>PE/E-2: identify key words and phrases in a variety of literary texts and presentations.</p> <p>B-2: identify key details in a variety of literary texts and presentations.</p> <p>I-2: retell stories to include key details in a variety of literary texts and presentations.</p>	<ul style="list-style-type: none"> Recall Details Sum Up, Remember Order Sum Up, Five Ws Traditional Tales <p>(See titles at end of document.)</p>	<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
<p>PE/E-3: restate a sequence of events using key words.</p> <p>B-3: sequence a series of events using key words and phrases.</p> <p>I-3: sequence a series of events using transitions.</p>	<ul style="list-style-type: none"> What Comes Next? First, Next, and Last 	

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing <i>continued</i> .		
<p>PE/E-4: identify the topic of literary texts and presentations.</p> <p>B-4: identify the central idea of literary texts and presentations.</p> <p>I-4: identify the central idea of literary texts and presentations.</p>	<ul style="list-style-type: none"> Recall Details Traditional Tales Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Water is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like Jane Goodall I Want to Be a Scientist Like George Washington Carver I Want to Be a Scientist Like Wilbur and Orville Wright 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
<p>PE/E-5: identify basic similarities and differences within a familiar text.</p> <p>B-5: identify and describe similarities and differences within a text.</p> <p>I-5: identify and describe similarities and differences within a text.</p>	<ul style="list-style-type: none"> Describe Characters Compare Characters Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> The City Mouse and the Country Mouse

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.		
<p>PE/E-1: answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p> <p>B-1: determine the meaning of general academic, and content-specific words and phrases, and some common expressions.</p> <p>I-1: determine the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.</p>	<ul style="list-style-type: none"> Songs: Look for a Clue; More Than One; Double the Fun; Put It At the Front; Put It At the End Books: Animal Bodies; Star Pictures Use a Clue Rusty and Rosy's Clues Readable Books (See titles at end of document.) Double the Fun Prefixes Suffixes Connect to Me Build Knowledge 	<ul style="list-style-type: none"> Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> Animal Bodies Star Pictures 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? Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> Making Connections
PRODUCTIVE COMMUNICATION: SPEAKING AND WRITING		
Standard 3: By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.		
<p>PE/E-1: communicate simple information or feelings about familiar topics, experiences, or events.</p> <p>B-1: communicate simple messages about a variety of topics, experiences, or events.</p> <p>I-1: communicate oral presentations about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> Songs: Capital Letters (Proper Nouns)(Days); Comma, Comma, Comma; What is a Sentence?; Sentence Marks Edit Capitals Edit Calendar Capitals Sentences Sentence Marks Edit Commas Edit End Punctuation 	<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 Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> Narrative Writing Activities 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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics <i>continued</i> .		
<p>PE/E-2: add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.</p> <p>B-2: add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.</p> <p>I-2: add appropriate drawings or other visual displays to clarify thoughts, feelings, and ideas about a variety of topics, experiences, or events.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> Visual Aids and Recording Activity
<p>PE/E-3: compose written statements about familiar text and topics using appropriate conventions.</p> <p>B-3: compose short written texts using appropriate conventions (narrative and informational).</p> <p>I-3: compose written narratives and informational texts using appropriate conventions.</p>	<ul style="list-style-type: none"> Songs: Capital Letters (Proper Nouns)(Days); Comma, Comma, Comma; What is a Sentence?; Sentence Marks Edit Capitals Edit Calendar Capitals Sentences Sentence Marks Edit Commas Edit End Punctuation 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 Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> Narrative Writing Activities
<p>PE/E-4: produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames.</p> <p>B-4: produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.</p> <p>I-4: produce writing with appropriate organization on a variety of topics, experiences, or events</p>	<ul style="list-style-type: none"> Songs: What is a Sentence?; Sentence Marks Sentences Sentence Marks 	<ul style="list-style-type: none"> Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> Narrative Writing Activities

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4: By the end of each language proficiency level, an English learner can construct grade appropriate oral and written claims and support them with reasoning and evidence.		
<p>PE/E-1: express an opinion using words and/or illustrations about a familiar topic.</p> <p>B-1: express an opinion or preference using phrases about a familiar topic or story</p> <p>I-1: express an opinion about a given topic or story and use justification</p>	<ul style="list-style-type: none"> Play and Practice: Word Processor 	<ul style="list-style-type: none"> Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> Opinion Writing Activities 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
<p>PE/E-2: identify and use words that signal closure.</p> <p>B-2: identify and use phrases that signal closure.</p> <p>I-2: provide a sense of closure to an opinion.</p>		<ul style="list-style-type: none"> Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> Opinion Writing Activities
Standard 5: By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.		
<p>PE/E-1: respond to questions and suggestions from peers and add details to writing.</p> <p>B-1: respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>I-1: respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>		<ul style="list-style-type: none"> Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart)

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 5: By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing <i>continued</i> .		
<p>PE/E-2: demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.</p> <p>B-2: demonstrate awareness of differences between informal playground speech and language appropriate to the classroom.</p> <p>I-2: shift appropriately between informal “playground speech” and language appropriate to the classroom</p>	<p>All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Readable Books • Informational Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity
INTERACTIVE COMMUNICATION: LISTENING, SPEAKING, READING, AND WRITING		
Standard 6: By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		
<p>PE/E-1: listen to short conversations about familiar topics and respond using gestures, words, and simple phrases.</p> <p>B-1: participate in short discussions and/or written exchanges.</p> <p>I-1: participate in discussions and/or written exchanges about a variety of topics</p>		<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity • Conversation building.pdf: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> - Discussion Rules Activity
<p>PE/E-2: respond to simple yes-no and some wh- questions about familiar topics.</p> <p>B-2: ask simple yes-no and wh- questions about familiar topics.</p> <p>I-2: ask and answer questions about a variety of grade-appropriate topics.</p>	<ul style="list-style-type: none"> • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> - Discussion Rules Activity • Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6: By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions <i>continued</i> .		
PE/E-3: follow basic rules of discussion about familiar topics. B-3: follow the rules for discussion. I-3: follow the rules for discussion.		<ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> Discussion Rules Activity
Standard 7: By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.		
PE/E-1: label information and observations in simple notes. B-1: record information and observations in guided notes. I-1: record information and observations in organized notes.		<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). Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart)
PE/E-2: respond to a question or problem based on provided information from resources. B-2: respond to a question or problem based on gathered information from provided source. I-2: respond to a question or problem based on relevant personal experience or gathered information.	<ul style="list-style-type: none"> Find an Answer 	<ul style="list-style-type: none"> Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> Visual Aids and Recording Activity Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart)

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8: By the end of each language proficiency level, an English learner can analyze and critique the arguments of others orally and in writing.		
<p>PE/E-1: orally identify one reason an author or a speaker gives to support a point.</p> <p>B-1: orally and/or in writing identify one or two reasons an author or speaker gives to support the points.</p> <p>I-1: orally and/or in writing identify relevant reasons an author or speaker gives to support the points.</p>		<ul style="list-style-type: none"> Identifying 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 Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> Opinion Writing Activities
<p>PE/E-2: respond to yes-no, either-or, and wh- questions about what an author or speaker says.</p> <p>B-2: ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.</p> <p>I-2: ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.</p>	<ul style="list-style-type: none"> Ask a Question Recall Details 	<ul style="list-style-type: none"> Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> Ask and Answer Activity

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE		
Standard 9: By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text.		
<p>PE/E-1: apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p> <p>B-1: apply understanding of how text types are organized in increasing complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p> <p>I-1: apply understanding of how text types are organized in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p>	<ul style="list-style-type: none"> • Reading Detective (Build Vocabulary) • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden • Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> - Star Pictures • Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 9: By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text <i>continued</i> .		
<p>PE/E-2: apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.</p> <p>B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.</p> <p>I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.</p>		<ul style="list-style-type: none"> • Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> - Narrative Writing Activities • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities • Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> - Ask and Answer Activity
Standard 10: By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing.		
<p>PE/E-1: using some familiar singular and plural nouns.</p> <p>B-1: using an increasing range of singular and plural nouns.</p> <p>I-1: using grade-appropriate singular and plural nouns.</p>	<ul style="list-style-type: none"> • Songs: More Than One; Nouns; What is a Sentence? • Nouns • Plural Nouns 	<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
<p>PE/E-2: using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p> <p>B-2: using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p> <p>I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>	<ul style="list-style-type: none"> • Songs: Nouns; Pronouns • Nouns • Possessive Nouns • Pronouns 	<ul style="list-style-type: none"> • Nouns.pdf: Use common, proper, and possessive nouns. • Skill Builder Song: "Nouns" <ul style="list-style-type: none"> - Nouns • Determiners.pdf: Use determiners. <ul style="list-style-type: none"> - Determiners • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 10: By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing <i>continued</i> .		
PE/E-3: recognizing possessive nouns (e.g., That is Mary's backpack.). B-3: using possessive with some familiar nouns (e.g., That is Mary's backpack.). I-3: using possessives with grade-appropriate nouns. (e.g., That is Mary's backpack).	<ul style="list-style-type: none"> Song: Apostrophe Pig Possessive Nouns 	<ul style="list-style-type: none"> Nouns.pdf: Use common, proper, and possessive nouns. Skill Builder Song: "Nouns" <ul style="list-style-type: none"> Nouns
PE/E-4: beginning to use personal subject and object pronouns. B-4: using personal subject and object pronouns. I-4: using personal (subject and object), possessive, and indefinite pronouns.	<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
PE/E-5: using familiar verbs in the present progressive. B-5: using verbs distinguishing present progressive and simple present. I-5: using verbs in the past progressive.	<ul style="list-style-type: none"> Song: It Happened Yesterday; Verbs Verbs Past Tense Verbs 	<ul style="list-style-type: none"> Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> Verbs
PE/E-6: using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., had, was, went). B-6: using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang). I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).	<ul style="list-style-type: none"> Songs: It Happened Yesterday; Verbs; Irregular Verbs Verbs Past Tense Verbs Irregular Verbs 	<ul style="list-style-type: none"> Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> Verbs Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> Writing About the Past Activity Irregular Verbs

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 10: By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing <i>continued</i> .		
PE/E-7: using some familiar verbs in the future with “going to”. B-7: using an increasing range of verbs in the future with “going to” and “will”. I-7: using grade-appropriate verbs in the future with “going to” and “will”.	<ul style="list-style-type: none"> Book; I Can’t Wait 	<ul style="list-style-type: none"> Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> Verbs
PE/E-8: applying subject-verb agreement using familiar nouns and verbs. B-8: applying subject-verb agreement using an increasing range of nouns and verbs. I-8: applying subject-verb agreement using grade-appropriate nouns and verbs.	<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
PE/E-9: recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). B-9: using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). I-9: using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).	<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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 10: By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing <i>continued</i> .		
<p>PE/E-10: beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process.</p> <p>B-10: using a wider range of prepositional phrases (e.g., after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process.</p> <p>I-10: using a variety of prepositional phrases (e.g., toward the playground) to provide detail (e.g., time, manner, place, cause).</p>	<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"> Preposition
<p>PE/E-11: using some simple, frequently occurring conjunctions (e.g., and, but).</p> <p>B-11: using a wider range of frequently occurring conjunctions (e.g., and, but, because).</p> <p>I-11: using frequently occurring conjunctions (e.g., and, but, or, so, because).</p>		<ul style="list-style-type: none"> Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> Conjunctions
<p>PE/E-12: beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.</p> <p>B-12: increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p> <p>I-12: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>	<ul style="list-style-type: none"> Song: What Is a sentence?; Sentence Marks Sentences Sentence Marks 	<ul style="list-style-type: none"> Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Types of Sentences Skill Builder Song

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADES 2-3		
READING FOUNDATIONAL SKILLS		
1. Phonological Awareness: a. Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences.	<ul style="list-style-type: none"> Initial Sound Right Initial Sound Final Sound Right Final Sound Letter Sound Sound Room Where Is the Sound? 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> Segmenting: First Phoneme Segmenting: Last Phoneme Phoneme Categorization Sound Sense Playing Cards
b. Articulate the 44 phonemes accurately.	<ul style="list-style-type: none"> Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse; Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?; C and G; Bossy Mr. R Letter Sound Songs Letter Sound Letter Sound Screening Sound Room Name That Letter Sound Choose a Sound 	
c. Independently recite familiar rhymes, songs, chants, and text with accurate pronunciation.	Sing a Rhyme Songs/Books are a collection of familiar nursery rhymes and songs. Children are encouraged to follow along as the narrator reads and to sing along with the song. The repetition promotes memorization with correct pronunciation.	
d. Distinguish between initial, medial, and final spoken sounds to produce words.	<ul style="list-style-type: none"> Initial Sound Right Initial Sound Final Sound Right Final Sound Letter Sound Sound Room Where Is the Sound? 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> Segmenting: First Phoneme Segmenting: Last Phoneme Phoneme Categorization Sound Sense Playing Cards

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL SKILLS <i>continued</i>		
e. Orally produce groups of words that begin with the same initial sounds (alliteration).	<ul style="list-style-type: none"> Initial Sound Right Initial Sound 	
f. Distinguish between long and short vowel sounds in orally stated single-syllable words.	<ul style="list-style-type: none"> Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse Letter Sound Name That Sound 	<ul style="list-style-type: none"> Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> Phonics and Word Recognition Long and Short Vowel Cards
g. Identify and generate a series of single syllable rhyming words with a variety of phonograms.	<ul style="list-style-type: none"> Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme Rhyming Words (Rhyming Words Song) 	<ul style="list-style-type: none"> Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> Change the Rhyme Rhyming Riddles "Down by the Bay" Rhyme Match Rhyming Bingo Sound Sense Cards
h. Segment multi-syllable words into syllables.	<ul style="list-style-type: none"> Syllable Syllable Safari Take Away Syllables 	<ul style="list-style-type: none"> Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> Segmenting Syllables
i. Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Compound Words; Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale? Compound Words Sound Room-Digraphs 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun! Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> Segmenting Syllables

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL SKILLS <i>continued</i>		
j. Form words by blending spoken simple onsets (/c/) and rimes (/at/).	<ul style="list-style-type: none"> Blend Onset/Rime Sounds Blending Blending Riddles Phoneme Segmentation Blending Dragon Blend Every Sound (Phonemes) Blend Phonemes (Blend Individual Phonemes) Find the Picture 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> Segmenting Syllables
k. Recognize and produce a new word when a phoneme is changed, added, or removed.	<ul style="list-style-type: none"> Circus Clown Climbers One, Two, Three Sounds Barnyard Bash Change One Sound Phoneme Segmentation Phoneme Deletion Phoneme Substitution 	
2. Print Concepts: a. Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> Print Concepts Print Directionality Read With Me Books Sing a Rhyme Songs/Books Informational Books Decodable Books (See titles at end of document.) 	
b. Track text left to right and top to bottom with return sweep.	All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> Print Directionality
c. Track written words with one to one correlation.	<ul style="list-style-type: none"> Letters Make Words Picture Story 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 3
d. Distinguish between uppercase and lowercase letters.	<ul style="list-style-type: none"> Letter Pictures Letter Trace (Letter Picture Writing) Similarities and Differences in Letters 	<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)

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL SKILLS <i>continued</i>		
e. Distinguish between letters, words, sentences, and paragraphs.	<ul style="list-style-type: none"> Songs: What is a Sentence?; Sentence Marks ABC Songs Letters Make Words Alphabet Introduction (Distinguish Letters) 	<ul style="list-style-type: none"> Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Types of Sentences Skill Builder Song
f. Distinguish letters from numbers and symbols.	<ul style="list-style-type: none"> Alphabet Introduction (Distinguish Letters) Similarities and Differences in Letters 	
g. Name all uppercase and lowercase letters of the alphabet out of sequence with different fonts.	<ul style="list-style-type: none"> ABC Songs Alphabet Introduction (Distinguish Letters) Similarities and Differences in Letters Letter Pictures Letter Trace (Letter Picture Writing) 	
h. Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Songs: What Is a sentence?; Capital Letters; Sentence Marks Sentences Sentence Marks Edit Capitals 	<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
i. Identify capitalization and ending punctuation.	<ul style="list-style-type: none"> Songs: Capital Letters (Proper Nouns)(Days); Sentence Marks Edit Capitals Sentence Marks Edit Calendar Capitals 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> Capitalization Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> "I Like Kites" Punctuation
j. Locate and identify the title, author, illustrator, title page, and table of contents of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud.	<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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL SKILLS <i>continued</i>		
<p>3. Phonics and Word Recognition (Decoding):</p> <p>a. Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Activities Chart 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
<p>b. Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs.</p>	<ul style="list-style-type: none"> Songs: ABC Songs; Letter Sound Songs; Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?; Old MacDonald's Vowel Song; Apples and Bananas; Vowels Side by Side; Bossy Mr. R Word Mastery Sound Room-Digraphs Pattern Hunt Spell and Blend Name That Sound Word Pattern Spelling Letter Sound Screening Word Blending Say and Trace 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun!

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL SKILLS <i>continued</i>		
<p>c. Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including:</p> <ul style="list-style-type: none"> • single letters • consonant blends • consonant/vowel digraphs (th, sh, ck), • diphthongs (ea, ie, ee) • r-controlled vowels 	<ul style="list-style-type: none"> • Songs: ABC Songs; Letter Sound Songs; Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?; Old MacDonald's Vowel Song; Apples and Bananas; Vowels Side by Side; Bossy Mr. R • Word Mastery • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - 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
<p>d. Decode and blend a new word when a specific grapheme is changed, added, or removed.</p>	<ul style="list-style-type: none"> • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Word Mastery • Letter Sound • Name That Sound • Key Word Match • Pattern Hunt • Spell and Blend • Word Pattern Spelling • Say and Trace 	
<p>e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<ul style="list-style-type: none"> • Song: Compound Words • Syllables • Syllable Safari • Compound Words • Watch Me Read 	<ul style="list-style-type: none"> • Relationship of vowel to syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> - Syllable Segmentation

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL SKILLS <i>continued</i>		
f. Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC).	<ul style="list-style-type: none"> Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Guess the Word Mystery Word Pinball Word Recognition 	<ul style="list-style-type: none"> Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> Lesson 1: /ā/ Lesson 2: /ō/ Lesson 3: /ī/ Lesson 3: /ū/ Readable Check Sheets
g. Decode and blend common inflectional endings in words (-s, -ed, -ing).	<ul style="list-style-type: none"> Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare The Three Sounds of -ED Suffixes Comparatives 	<ul style="list-style-type: none"> Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> Pattern Word Building: Double the Letter Language Concept: Plural Nouns
h. Read contractions.	<ul style="list-style-type: none"> Songs: Apostrophe Pig; Contraction Action Contractions Possessive Nouns 	<ul style="list-style-type: none"> Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> Contractions Possessive Nouns
i. Use word order and context to confirm decoding of text.	<ul style="list-style-type: none"> Song: Look for a Clue Rusty and Rosy's Clues Mystery Words Use a Clue Watch Me Read 	<ul style="list-style-type: none"> Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> Use-a-clue
4. Fluency: a. Read with sufficient accuracy and fluency to support comprehension.	<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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING FOUNDATIONAL SKILLS <i>continued</i>		
b. Use punctuation to guide reading fluency, including the use of: <ul style="list-style-type: none"> • periods • question marks • exclamation points • commas • apostrophes • quotation marks 	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks; Comma, Comma, Comma; Apostrophe Pig; Quotation Marks • Sentences • Sentence Marks • Edit End Punctuation • Edit Commas • Contractions 	<ul style="list-style-type: none"> • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Contractions - Possessive Nouns
c. Read grade-appropriate high frequency words and irregular sight words fluently.	<ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Word Work • Power Words 	<ul style="list-style-type: none"> • Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /i/ - Lesson 2: /ō/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RECEPTIVE COMMUNICATION: LISTENING AND READING		
Standard 1: By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		
<p>PE/E-1: respond to simple literal questions.</p> <p>B-1: ask and answer questions by using evidence from a text.</p> <p>I-1: ask and answer questions about key details that support the main idea by using evidence from a text.</p>	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws Sum Up, Remember Order Compare Characters Map the Story <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan: Chapters the littlest big top on earth; change; elephant jokes; crying; protesters; click Sarah, Plain and Tall: Chapter 1 Ella Enchanted: Chapters 1; 4; 19; 21; 24; 29 Coraline: Chapters II; XI; XII Matilda: Chapters: Arithmetic; The Platinum-Blond Man; The Parents; Bruce Bogtrotter and the Cake; Lavender; Miss Honey's Cottage; Miss Honey's Story; The Third Miracle The Secret Garden: Chapters 4; 9; 11; 13; 14; 21; 23; 24; 27 Satch and Me: Chapter 16 Ruby Holler: Chapters 16; 24; 25; 27; 34; 61 	<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.
<p>PE/E-2: identify the main topic.</p> <p>B-2: determine the central topic or message.</p> <p>I-2: explain the central idea, lesson, and moral using key details.</p>	<ul style="list-style-type: none"> Read-Along Books Fluency, Comprehension, and Speed Books Informational Books (See titles at end of document.) Sum Up, Remember Order <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan: Chapters vine; babies; a new beginning; a bad dream; good-bye Ella Enchanted: Chapters 6; 13; 14; 15 Coraline: Chapter VI Matilda: Chapters The Platinum-Blond Man; Miss Honey; Bruce Bogtrotter and the Cake; The Names; A New Home The Secret Garden: Chapters 14; 16; 20; 21; 24; 26; 27 Satch and Me: Chapters 7; 8; 18 Ruby Holler: Chapters 7; 60 	<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. Why Wind and Water Fight <ul style="list-style-type: none"> The Snow Lion How Rivers Began The Story of Tong and Mai Nhia 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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing <i>continued</i> .		
<p>PE/E-3: identify details. B-3: identify key details that support the main idea or message. I-3: explain how key details support the main idea or message.</p>	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws Sum Up, Remember Order Compare Characters Map the Story Read-Along Books Fluency, Speed, and Comprehension Books Informational Books Readable Books (See titles at end of document.) <p>Grade 3 Curriculet Book:</p> <ul style="list-style-type: none"> Hope Solo: My Story: Chapters 1; 6 	<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. 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
<p>PE/E-4: retell a familiar text using key words and phrases. B-4: retell a variety of texts using key details. I-4: recount a variety of texts using key details.</p>	<ul style="list-style-type: none"> Recall Details Sum Up, Remember Order Sum Up, Five Ws Read-Along Books Informational Books (See titles at end of document.) <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan: Chapters vine; babies; a new beginning; a bad dream; good-bye Ella Enchanted: Chapters 6; 13; 14; 15 Coraline: Chapter VI Matilda: Chapters The Platinum-Blond Man; Miss Honey; Bruce Bogtrotter and the Cake; The Names; A New Home The Secret Garden: Chapters 14; 16; 20; 21; 24; 26; 27 Satch and Me: Chapters 7; 8; 18 Ruby Holler: Chapters 7; 60 	<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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing <i>continued</i> .		
<p>PE/E-5: identify similarities and differences within a text.</p> <p>B-5: identify and describe similarities and differences between two texts.</p> <p>I-5 identify and describe similarities and differences between two texts.</p>	<ul style="list-style-type: none"> • Compare Characters • Read-Along Books • Traditional Tales (See titles at end of document.) <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Chapters treat; finally; silverback • Ella Enchanted: Chapters 19; 26 • Coraline: Chapters III; VI; XIII • Matilda: Chapters Miss Honey's Cottage; Miss Honey's Story • The Secret Garden: Chapters 3; 27 • Satch and Me: Chapters 2; 19 • Ruby Holler: Chapter 58 	<ul style="list-style-type: none"> • Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. <ul style="list-style-type: none"> - Story Variations Activity • Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic. <ul style="list-style-type: none"> - Venn Diagram Activity: Penguins and Falcons
Standard 2: By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.		
<p>PE/E-1: recognize the meaning of frequently occurring words, phrases, and expressions.</p> <p>B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.</p> <p>I-1: determine the meaning of less-frequently occurring words and phrases and content specific words.</p>	<ul style="list-style-type: none"> • Books: Bad News Shoes; I Hate Peas; Movin' to the Music; 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 • Expression: Phrases • Vocabulary Introduction: Present; Definitions; Matching <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Chapter puzzle pieces • Ella Enchanted: Chapters 10; 11 • Coraline: Chapter III • Matilda: Chapters The Reader of Books • The Secret Garden: Chapters 5; 19; 23; 25 • Satch and Me: Chapter 12 • Ruby Holler: Chapters 22; 26; 48; 56 	<ul style="list-style-type: none"> • Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin' to the Music Time - Winter Snoozers • Find the meaning of a word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text <i>continued</i> .		
<p>PE/E-2: recognize the meanings of common idiomatic expressions.</p> <p>B-2: determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.</p> <p>I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p>	<p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Chapter puzzle pieces • Ella Enchanted: Chapters 10; 11 • Coraline: Chapter III • Matilda: Chapters The Reader of Books • The Secret Garden: Chapters 5; 19; 23; 25 • Satch and Me: Chapter 12 • Ruby Holler: Chapters 22; 26; 48; 56 	
<p>PE/E-3: apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p>B-3: apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to</p> <p>I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English</p>	<ul style="list-style-type: none"> • Use a Clue • Mystery Words • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) • Grade 3 Curriculet Book: • Hope Solo: Chapters 10; 18 	<ul style="list-style-type: none"> • Using the root word to determine meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Fluency Check Sheets • 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? • Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.		
<p>PE/E-1: deliver short oral presentations that include a few details.</p> <p>B-1: deliver short oral presentations that include some details to develop a topic.</p> <p>I-1: deliver oral presentations that include details and examples to develop a topic.</p>	<p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The Secret Garden • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<ul style="list-style-type: none"> • Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> – Tell a Story Activity <p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> • The Secret Garden: Scene Retelling • Sarah Plain and Tall: Compare and Contrast Maine and Nebraska • Ella Enchanted: Story About Communication • Matilda: Discussion of Important People in Students' Lives • Hope Solo: My Story: Handling Sadness
<p>PE/E-2: compose written narratives using appropriate conventions about familiar topics and experiences that include details.</p> <p>B-2: compose written narratives using appropriate conventions that include details to develop a topic.</p> <p>I-2: compose written narratives using appropriate conventions that include details and examples to develop a topic.</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 <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<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. <p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Continue the story • Coraline: story from a Different Character's Viewpoint • The Secret Garden: A Secret Place • Satch and Me: Write an Epilogue • Ruby Holler: Trip Stories • Sarah Plain and Tall: story Extension • Ella Enchanted: story Extension • Matilda: Accomplishing a Goal • Hope Solo: My Story: Narrative Writing About Meeting Hope Solo

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics <i>continued</i> .		
<p>PE/E-3: compose informational texts using familiar texts, and topics that include details while using appropriate conventions.</p> <p>B-3: compose informational texts that include details to develop a topic while using appropriate conventions.</p> <p>I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions</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 <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree <p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Create Fact Sheets • Coraline: Biography About a Brave Person • The Secret Garden: Country Research • Satch and Me: Historical Person Research • Sarah Plain and Tall: Character Paper Bag Profile • Ella Enchanted: Comparing and Contrasting Cinderella Stories • Matilda: Linking Words • Hope Solo: My Story: Research on Famous Athlete
<p>PE/E-4: produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames.</p> <p>B-4: produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.</p> <p>I-4: produce writing with appropriate organization on a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> • Writing Introduction • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • Satch and Me • Sarah Plain and Tall • Ella Enchanted 	<p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> • Satch and Me: Point of View Writing • Sarah Plain and Tall: Summary Writing • Ella Enchanted: Editing Olive's Letter

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4: By the end of each language proficiency level, an English learner can construct grade appropriate oral and written claims and support them with reasoning and evidence.		
<p>PE/E-1: express an opinion on a provided topic or text.</p> <p>B-1: express an opinion on a topic or text.</p> <p>I-1: express an opinion about a given topic or text.</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 with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers
<p>PE/E-2: supply a reason that supports the opinion.</p> <p>B-2: supply a reason that supports the opinion and is based on some textual evidence.</p> <p>I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.</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 with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers
<p>PE/E-3: use simple words that signal actions and emotions.</p> <p>B-3: use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs.</p> <p>I-3: use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.</p>	<ul style="list-style-type: none"> • Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives • Revise: Add Details; Use Interesting Words 	<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 • Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives - Adverbs

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4: By the end of each language proficiency level, an English learner can construct grade appropriate oral and written claims and support them with reasoning and evidence <i>continued</i> .		
<p>PE/E-4: provide a sense of closure to an opinion.</p> <p>B-4: provide a concluding statement to an opinion.</p> <p>I-4: provide a conclusion that summarizes the opinion presented.</p>	<ul style="list-style-type: none"> • Writing Introduction • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Delete Extra Words; Use Interesting Words; Stick to the Topic <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan • The Secret Garden • Satch and Me • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers <p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Letters to Julia and George • The Secret Garden: Should the Secret Garden Stay Secret? • Satch and Me: Opinion Writing Prompt • Ruby Holler: Heroes and Villains Writing • Sarah Plain and Tall: Write a Letter • Ella Enchanted: Opening Argument for a Virtue or a Fault • Matilda: Five Paragraph Essay • Hope Solo: My Story: Book Recommendation

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PRODUCTIVE COMMUNICATION: SPEAKING AND WRITING		
Standard 5: By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.		
<p>PE/E-1: demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.</p> <p>B-1: demonstrate awareness of differences between informal “playground speech” and language appropriate to the classroom.</p> <p>I-1: shift appropriately between informal “playground speech” and language appropriate to the classroom.</p>	<ul style="list-style-type: none"> • All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books • (See titles at end of document.) <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Chapter a hit • Sarah, Plain and Tall: Chapters 5; 9 • Ella Enchanted: Chapter 12 • Coraline: Chapters I; VII • Matilda: Chapters: Mr. Wormwood, the Great Car Dealer; Miss Honey; The Weekly Test; A New Home • The Secret Garden: Chapter 13 • Satch and Me: Chapter 18 • Ruby Holler: Chapters 4; 23 • Hope Solo: My Story: Chapter 10 	<p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Ask Questions • Satch and Me: Pop-Up Debate Sentence Stems • Ruby Holler: Recording Presentations • Sarah Plain and Tall: End of Book Partner Discussion • Ella Enchanted: Speaking to Royalty • Hope Solo: My Story: Athlete Presentations

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 5: By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing <i>continued</i> .		
<p>PE/E-2: use words and phrases that signal actions and emotions.</p> <p>B-2: use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs.</p> <p>I-2: use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.</p>	<p>All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> Songs: Adverbs; Adjectives Describe; Irregular Verbs; Verbs Adverbs Adjectives Revise: Add Details; Use Interesting Words Irregular Verbs Verbs <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan: Chapter a hit Sarah, Plain and Tall: Chapters 5; 9 Ella Enchanted: Chapter 12 Coraline: Chapters I; VII Matilda: Chapters: Mr. Wormwood, the Great Car Dealer; Miss Honey; The Weekly Test; A New Home The Secret Garden: Chapter 13 Satch and Me: Chapter 18 Ruby Holler: Chapters 4; 23 Hope Solo: My Story: Chapter 10 	<ul style="list-style-type: none"> Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> Treasure Hunt: Adjectives and Adverbs Simon Says: Verbs, Adverbs and Adjectives Adjectives Adverbs

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
INTERACTIVE COMMUNICATION: LISTENING, SPEAKING, READING, AND WRITING		
Standard 6: By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		
<p>PE/E-1: participate in short conversations and discussions about familiar topics.</p> <p>B-1: participate in discussions about familiar topics and texts.</p> <p>I-1: participate in extended conversations and discussions about a variety of topics and texts.</p>	<p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Sarah Plain and Tall • Ella Enchanted • Hope Solo: My Story 	<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> – Ball Toss Activity • Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> – Ball Toss Activity • Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> – Ball Toss Activity <p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Organize a Book Club Day • Coraline: Movie Casting Discussion • The Secret Garden: Magic or Not? • Satch and Me: Time Travel Pop-Up Debate • Sarah Plain and Tall: Present Book to Younger Class • Ella Enchanted: Accountable Talk • Hope Solo: My Story: Discussion on Being Famous
<p>PE/E-2: participate in short written exchanges about familiar topics.</p> <p>B-2: participate in written exchanges about familiar topics and texts.</p> <p>I-2: participate in extended written exchanges about a variety of topics and texts.</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 <p>Grade 3 Curriculet Book:</p> <ul style="list-style-type: none"> • Sarah Plain and Tall 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> – Bad News Shoes – The Piñata Book – Winter Snoozers <p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> • Sarah Plain and Tall: Research on Setting

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6: By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions <i>continued</i> .		
PE/E-3: follow basic rules for discussion. B-3: follow rules for discussion. I-3: express own ideas using the rules for discussion	Grade 3 Curriculet Books: <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Sarah Plain and Tall • Ella Enchanted • Hope Solo: My Story 	<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> – Ball Toss Activity • Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> – Ball Toss Activity • Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> – Ball Toss Activity Curriculet Teacher Resources: <ul style="list-style-type: none"> • The One and Only Ivan: Organize a Book Club Day • Coraline: Movie Casting Discussion • The Secret Garden: Magic or Not? • Satch and Me: Time Travel Pop-Up Debate • Sarah Plain and Tall: Present Book to Younger Class • Ella Enchanted: Accountable Talk • Hope Solo: My Story: Discussion on Being Famous
PE/E-4: respond to simple yes-no and wh- questions. B-4: ask questions to gain information or clarify understanding. I-4: pose and respond to relevant questions about a variety of topics and texts.	Grade 3 Curriculet Books: <ul style="list-style-type: none"> • The One and Only Ivan • The Secret Garden • Satch and Me • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<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 Curriculet Teacher Resources: <ul style="list-style-type: none"> • The One and Only Ivan: Discuss Creating Habitats • The Secret Garden: Believe in Yourself Discussion • Satch and Me: Jackie Robinson Discussion • Ruby Holler: Social Worker Discussion • Sarah Plain and Tall: Farmer Guest Speaker • Ella Enchanted: Video Interview Discussion • Matilda: Summary Sharing • Hope Solo: My Story: Comparing and Contrasting Sports



ARIZONA ENGLISH LANGUAGE PROFICIENCY STANDARDS 2019

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6: By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions <i>continued</i> .		
PE/E-5: contribute own comments. B-5: respond to comments of others. I-5: build on the ideas of others.	Grade 3 Curriculet Books: <ul style="list-style-type: none"> The One and Only Ivan Coraline The Secret Garden Satch and Me Sarah Plain and Tall Ella Enchanted Hope Solo: My Story 	<ul style="list-style-type: none"> Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> Ball Toss Activity Curriculet Teacher Resources: <ul style="list-style-type: none"> The One and Only Ivan: Organize a Book Club Day Coraline: Movie Casting Discussion The Secret Garden: Magic or Not? Satch and Me: Time Travel Pop-Up Debate Sarah Plain and Tall: Present Book to Younger Class Ella Enchanted: Accountable Talk Hope Solo: My Story: Discussion on Being Famous
Standard 7: By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.		
PE/E-1: gather information from provided resources to answer questions. B-1: gather information from multiple provided resources to answer questions. I-1: gather information from print and digital provided resources to answer questions.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge Step Into the Story Grade 3 Curriculet Books: <ul style="list-style-type: none"> Matilda Sarah Plain and Tall 	<ul style="list-style-type: none"> Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> All on the Same Earth The Bee's Secret Curriculet Teacher Resources: <ul style="list-style-type: none"> Matilda: Paraphrase an Article Sarah Plain and Tall: Research on Setting; Compare and Contrast Maine and Nebraska
PE/E-2: respond to a question or problem based on information from provided resources. B-2: respond to a question or problem based on gathered information from multiple sources, including personal experience. I-2: respond to a question or problem based on gathered information from multiple (personal experience, digital, and print) sources.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge Step Into the Story Grade 3 Curriculet Books: <ul style="list-style-type: none"> Matilda Sarah Plain and Tall 	<ul style="list-style-type: none"> Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> All on the Same Earth The Bee's Secret Curriculet Teacher Resources: <ul style="list-style-type: none"> Matilda: Paraphrase an Article Sarah Plain and Tall: Research on Setting; Compare and Contrast Maine and Nebraska

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8: By the end of each language proficiency level, an English learner can analyze and critique the arguments of others orally and in writing.		
<p>PE/E-1: identify a reason an author or speaker gives to support a main point.</p> <p>B-1: tell how one or two reasons support the specific points an author or a speaker makes.</p> <p>I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points.</p>	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan The Secret Garden Satch and Me Ruby Holler Sarah Plain and Tall Ella Enchanted Matilda Hope Solo: My Story 	<ul style="list-style-type: none"> Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> How to Grow a Garden <p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> The One and Only Ivan: Letters to Julia and George The Secret Garden: Should the Secret Garden Stay Secret? Satch and Me: Opinion Writing Prompt Ruby Holler: Heroes and Villains Writing Sarah Plain and Tall: Write a Letter Ella Enchanted: Opening Argument for a Virtue or a Fault Matilda: Five Paragraph Essay Hope Solo: My Story: Book Recommendation

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8: By the end of each language proficiency level, an English learner can analyze and critique the arguments of others orally and in writing <i>continued</i> .		
<p>PE/E-2: respond to yes-no, either-or, and wh- questions about what an author or speaker says.</p> <p>B-2: ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.</p> <p>I-2: ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.</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.) <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan The Secret Garden Satch and Me Ruby Holler Sarah Plain and Tall Ella Enchanted Matilda Hope Solo: My Story 	<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 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>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> The One and Only Ivan: Discuss Creating Habitats The Secret Garden: Believe in Yourself Discussion Satch and Me: Jackie Robinson Discussion Ruby Holler: Social Worker Discussion Sarah Plain and Tall: Farmer Guest Speaker Ella Enchanted: Video Interview Discussion Matilda: Summary Sharing Hope Solo: My Story: Comparing and Contrasting Sports
<p>PE/E-3: use describing words.</p> <p>B-3: use general academic and domain-specific words and phrases.</p> <p>I-3: use general academic and domain-specific words and phrases that signal spatial and temporal relationships.</p>	<ul style="list-style-type: none"> Songs: Adverbs; Adjectives Describe Adverbs Adjectives Revise: Add Details; Use Interesting Words <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan: Chapter a hit Sarah, Plain and Tall: Chapters 5; 9 Ella Enchanted: Chapter 12 Coraline: Chapters I; VII Matilda: Chapters: Mr. Wormwood, the Great Car Dealer; Miss Honey; The Weekly Test; A New Home The Secret Garden: Chapter 13 Satch and Me: Chapter 18 Ruby Holler: Chapters 4; 23 Hope Solo: My Story: Chapter 10 	<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 Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> Treasure Hunt: Adjectives and Adverbs Simon Says: Verbs, Adverbs and Adjectives Adjectives Adverbs

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE		
Standard 9: By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text.		
<p>PE/E-1: apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p> <p>B-1: apply understanding of how text types are organized when writing and speaking in increasingly complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p> <p>I-1: apply understanding of how text types are organized when writing and speaking in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p>	<ul style="list-style-type: none"> • 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 <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. • 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. • 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. <p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Letters to Julia and George; Create Fact Sheets; Continue the Story • The Secret Garden: Should the Secret Garden Stay Secret?; Country Research; A Secret Place • Satch and Me: Opinion Writing Prompt; Historical Person Research; Write an Epilogue • Ruby Holler: Heroes and Villains Writing; Trip Stories • Sarah Plain and Tall: Write a Letter; Character Paper Bag Profile; Story Extension • Ella Enchanted: Opening Argument for a Virtue or a Fault; comparing and Contrasting; Story Extension • Matilda: Five Paragraph Essay; Linking Words; Accomplishing a Goal • Hope Solo: My Story: Book Recommendation; Narrative Writing About Meeting Hope Solo • Coraline: Biography About a Brave Person; Story from a Different Character's Viewpoint

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 9: By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text <i>continued</i>.		
<p>PE/E-2: apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.</p> <p>B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.</p> <p>I-2: apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.</p>	<ul style="list-style-type: none"> • 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 <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Chapter artists • Ella Enchanted: Chapters 3; 8 • Coraline: Chapter XIII • The Secret Garden: Chapters 2; 4; 11; 12; 15; 17; 23; 24; 25; 27 • Satch and Me: Chapter 8 • Ruby Holler: Chapters 21; 32 • Hope Solo: My Story: Chapters 6; 13 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <p>Curriculet Teacher Resources:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Letters to Julia and George; Create Fact Sheets • The Secret Garden: Should the Secret Garden Stay Secret?; Country Research • Satch and Me: Opinion Writing Prompt; Historical Person Research • Ruby Holler: Heroes and Villains Writing • Sarah Plain and Tall: Write a Letter; Character Paper Bag Profile • Ella Enchanted: Opening Argument for a Virtue or a Fault; Comparing and Contrasting Cinderella Stories • Matilda: Five Paragraph Essay; Linking Words • Hope Solo: My Story: Book Recommendation; Research on Famous Athlete
Standard 10: By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing.		
<p>PE/E-1: using some familiar singular and plural nouns.</p> <p>B-1: using an increasing range of singular and plural nouns.</p> <p>I-1: using grade-appropriate singular and plural nouns.</p>	<ul style="list-style-type: none"> • Songs: More Than One; Nouns • Nouns • Plural Nouns <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Chapter artists • Ella Enchanted: Chapters 3; 8 • Coraline: Chapter XIII • The Secret Garden: Chapters 2; 4; 11; 12; 15; 17; 23; 24; 25; 27 • Satch and Me: Chapter 8 • Ruby Holler: Chapters 21; 32 • Hope Solo: My Story: Chapters 6; 13 	<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

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 10: By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing <i>continued</i> .		
<p>PE/E-2: using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p> <p>B-2: using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p> <p>I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>	<ul style="list-style-type: none"> Songs: Capital Letters (Proper Nouns); Apostrophe Pig; Nouns Nouns Possessive Nouns 	<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 Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> Capitalization Determiners.pdf: Use determiners. <ul style="list-style-type: none"> Determiners
<p>PE/E-3: recognizing possessive nouns (e.g., That is Mary's backpack.).</p> <p>B-3: using possessive with some familiar nouns (e.g., That is Mary's backpack.).</p> <p>I-3: using possessives with grade-appropriate nouns. (e.g., That is Mary's backpack.).</p>	<ul style="list-style-type: none"> Song: Apostrophe Pig Possessive Nouns 	<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
<p>PE/E-4: beginning to use personal subject and object pronouns.</p> <p>B-4: using personal subject and object pronouns.</p> <p>I-4: using personal (subject and object), possessive, and indefinite pronouns.</p>	<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 Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> Reflexive Pronouns

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Standard 10: By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing <i>continued</i> .		
<p>PE/E-5: using familiar verbs in the present progressive.</p> <p>B-5: using verbs distinguishing present progressive and simple present.</p> <p>I-5: using verbs in the past progressive.</p>	<ul style="list-style-type: none"> Song: Verbs Book: I Can't Wait Verbs <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan: Chapter artists Ella Enchanted: Chapters 3; 8 Coraline: Chapter XIII The Secret Garden: Chapters 2; 4; 11; 12; 15; 17; 23; 24; 25; 27 Satch and Me: Chapter 8 Ruby Holler: Chapters 21; 32 Hope Solo: My Story: Chapters 6; 13 	<ul style="list-style-type: none"> Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> Verbs
<p>PE/E-6: using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., had, was, went).</p> <p>B-6: using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang).</p> <p>I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p>	<ul style="list-style-type: none"> Song: Verbs Book: I Can't Wait Verbs <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan: Chapter artists Ella Enchanted: Chapters 3; 8 Coraline: Chapter XIII The Secret Garden: Chapters 2; 4; 11; 12; 15; 17; 23; 24; 25; 27 Satch and Me: Chapter 8 Ruby Holler: Chapters 21; 32 Hope Solo: My Story: Chapters 6; 14 	<ul style="list-style-type: none"> Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> Verbs

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 10: By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing <i>continued</i> .		
<p>PE/E-7: using some familiar verbs in the future with “going to”.</p> <p>B-7: using an increasing range of verbs in the future with “going to” and “will”.</p> <p>I-7: using grade-appropriate verbs in the future with “going to” and “will”.</p>	<ul style="list-style-type: none"> Song: Verbs Book: I Can’t Wait Verbs <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan: Chapter artists Ella Enchanted: Chapters 3; 8 Coraline: Chapter XIII The Secret Garden: Chapters 2; 4; 11; 12; 15; 17; 23; 24; 25; 27 Satch and Me: Chapter 8 Ruby Holler: Chapters 21; 32 Hope Solo: My Story: Chapters 6; 15 	<ul style="list-style-type: none"> Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> Verbs
<p>PE/E-8: applying subject-verb agreement using familiar nouns and verbs.</p> <p>B-8: applying subject-verb agreement using and increasing range of nouns and verbs.</p> <p>I-8: applying subject-verb agreement using grade-appropriate nouns and verbs.</p>	<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
<p>PE/E-9: recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p> <p>B-9: using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p> <p>I-9: using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<ul style="list-style-type: none"> Songs: Adverbs; Adjectives Describe Adverbs Adjectives Revise: Add Details; Use Interesting Words <p>Grade 3 Curriculet Books:</p> <ul style="list-style-type: none"> The One and Only Ivan: Chapter artists Ella Enchanted: Chapters 3; 8 Coraline: Chapter XIII The Secret Garden: Chapters 2; 4; 11; 12; 15; 17; 23; 24; 25; 27 Satch and Me: Chapter 8 Ruby Holler: Chapters 21; 32 Hope Solo: My Story: Chapters 6; 13 	<ul style="list-style-type: none"> Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> Treasure Hunt: Adjectives and Adverbs Simon Says: Verbs, Adverbs and Adjectives Adjectives Adverbs

ARIZONA ELP STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 10: By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing <i>continued</i> .		
<p>PE/E-10: beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process.</p> <p>B-10: using a wider range of prepositional phrases (e.g., after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process.</p> <p>I-10: using a variety of prepositional phrases (e.g., toward the playground) to provide detail (e.g., time, manner, place, cause).</p>	<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
<p>PE/E-11: using some simple, frequently occurring conjunctions (e.g., and, but).</p> <p>B-11: using a wider range of frequently occurring conjunctions (e.g., and, but, because).</p> <p>I-11: using frequently occurring conjunctions (e.g., and, but, or, so, because).</p>		<ul style="list-style-type: none"> Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> Conjunctions
<p>PE/E-12: beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.</p> <p>B-12: increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p> <p>I-12: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>	<ul style="list-style-type: none"> Song: What Is a sentence?; Sentence Marks Sentences Sentence Marks Revise: Start Sentences Differently; Add Details; Use Interesting Words 	<ul style="list-style-type: none"> Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Types of Sentences Skill Builder Song

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

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