

CURRICULUM *Correlation*

*Waterford Early
Learning:
Reading and
Classroom
Advantage*

100%

*Reading
Initiative
for Student
Excellence
Arkansas
Standards*

TABLE OF CONTENTS

| | |
|--------------------------------------|-----------|
| KINDERGARTEN | 1 |
| Phonological Awareness | 1 |
| Phonics | 2 |
| Fluency | 3 |
| Comprehension | 3 |
| Vocabulary Acquisition and Use | 4 |
| 1ST GRADE | 6 |
| Phonological Awareness | 6 |
| Phonics | 7 |
| Fluency | 8 |
| Comprehension | 9 |
| Vocabulary Acquisition and Use | 10 |
| 2ND GRADE | 11 |
| Phonics | 11 |
| Fluency | 12 |
| Comprehension | 13 |
| Vocabulary Acquisition and Use | 14 |
| 3RD GRADE | 16 |
| Phonics | 16 |
| Fluency | 16 |
| Comprehension | 17 |
| Vocabulary Acquisition and Use | 18 |
| 4TH GRADE | 20 |
| Phonological Awareness | 20 |
| Phonics | 20 |
| Fluency | 20 |
| Comprehension | 21 |
| Vocabulary Acquisition and Use | 22 |

| | |
|---|-----------|
| 5TH GRADE | 24 |
| Phonological Awareness | 24 |
| Phonics | 24 |
| Fluency | 24 |
| Comprehension | 25 |
| Vocabulary Acquisition and Use | 26 |
| 6TH GRADE | 28 |
| Comprehension | 28 |
| Vocabulary Acquisition and Use | 29 |
| WATERFORD BOOKS AND RELATED ACTIVITIES | 31 |
| WATERFORD FAMILY ENGAGEMENT RESOURCES | 33 |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|--|
| KINDERGARTEN | | |
| PHONOLOGICAL AWARENESS | | |
| <p>R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words orally.</p> | <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 |
| <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p> | <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 |
| <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> | <ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Every Sound (Phonemes) • Blend 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 |
| <p>D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> | <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 |
| <p>E. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.</p> | <ul style="list-style-type: none"> • One, Two, Three Sounds • Barnyard Bash • Change One Sound | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|---|
| PHONICS | | |
| <p>R.F.K.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.</p> | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound? | |
| <p>B. Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u) using open and closed syllable types (e.g. open - go, closed - got).</p> | <ul style="list-style-type: none"> • Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song • Letter Sound Songs • Sound Room • Letter Sound • Name That Letter Sound • Choose a Sound | <ul style="list-style-type: none"> • Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards |
| <p>C. Read common high-frequency words by sight (e.g. the, of, to, you, she, my is, are, do, does).</p> | <ul style="list-style-type: none"> • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words | |
| <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. hat, fat, rat; cap, cup, cop; him, hip, hit).</p> | <ul style="list-style-type: none"> • Rhyme • One Doesn't Rhyme • Finish the Picture • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Choose a Sound • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Where is the Sound? | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|--|--|
| PHONICS <i>continued</i> | | |
| E. Decode CVC words. | <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 |
| F. Decode one-syllable words (open and closed) | <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 - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards |
| FLUENCY | | |
| R.F.K.4. Read grade-appropriate 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 |
| COMPREHENSION | | |
| <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> | <p>Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p> | <ul style="list-style-type: none"> • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|--|---|
| COMPREHENSION <i>continued</i> | | |
| <p>SL.K.2. With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.</p> | | <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 |
| <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | | <ul style="list-style-type: none"> • 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 |
| VOCABULARY ACQUISITION AND USE | | |
| <p>L.K. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</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 popup with an illustration.</p> | <ul style="list-style-type: none"> • Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|--|
| VOCABULARY ACQUISITION AND USE <i>continued</i> | | |
| <p>B. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> | <ul style="list-style-type: none"> • Song: More Than One • Plural Nouns | <ul style="list-style-type: none"> • Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <ul style="list-style-type: none"> - Affixes and Inflections |
| <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> | <ul style="list-style-type: none"> • Sort • Make Comparisons • Look at Details | <ul style="list-style-type: none"> • Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Object Sort |
| <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> | <ul style="list-style-type: none"> • Song: Verbs • Book: Opposites • Opposites • Verbs | <ul style="list-style-type: none"> • Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> - Guess the Opposite |
| <p>C. Identify real-life connections between words and their use (e.g., not places at school that are colorful).</p> | | <ul style="list-style-type: none"> • Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). <ul style="list-style-type: none"> - Make Connections |
| <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> | | <ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> - Shades-of-Meaning Charades |
| <p>L.K. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | <p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Vocab Introduction • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books <p>(See titles at end of document.)</p> | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|---|
| 1ST GRADE | | |
| PHONOLOGICAL AWARENESS | | |
| <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Distinguish long from short vowel sounds in spoken single-syllable words</p> | <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 | <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 |
| <p>B. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends</p> | <ul style="list-style-type: none"> Song: Consonants Together Blend Phonemes Blend Onset/Rime Sounds Blending Blend Every Sound (Phonemes) Blending Dragon Blending Riddles Word Blending Find the Picture | <ul style="list-style-type: none"> Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> Blending: Onset-Rime Phoneme Blending Sound Sense Bingo Cards |
| <p>C. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.</p> | <ul style="list-style-type: none"> Initial Sound Right Initial Sound Final Sound Right Final Sound Letter Sound Say and Trace 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 |
| <p>D. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).</p> | <ul style="list-style-type: none"> Phoneme Segmentation | <ul style="list-style-type: none"> Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> Counting Individual Phonemes Phoneme Segmentation Sound Sense Playing Cards |
| <p>E. Delete a syllable from a word (e.g. say “remember”, now say it without the “re”).</p> | <ul style="list-style-type: none"> Take Away Syllables | |
| <p>F. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p> | <ul style="list-style-type: none"> Barnyard Bash One, Two, Three Sounds Change One Sound | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|--|--|
| PHONOLOGICAL AWARENESS <i>continued</i> | | |
| G. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g. say “nice” without the /n/, say “lamp” without the /p/). | <ul style="list-style-type: none"> • Phoneme Eliminator • Letter Sound Eliminator | |
| PHONICS | | |
| R.F.1.3 Know and apply grade level phonics and word analysis skills in decoding words. R.F.1.3 A. Know the letter-sound correspondences for common consonant digraphs (e.g. th, sh, ch, ck) | <ul style="list-style-type: none"> • Songs: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip, Chop; Where is a Whale? • 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! |
| B. Know the letter/sound correspondences. Silent e (e.g. a-e, e-e, o-e, u-e) vowel teams/vowel digraph (e.g., ee, oo,ai, ay,ea) | <ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Construction • Word Pattern • Pattern Hunt • Word Blending • Word Mastery Games • Mystery Words • Watch Me Read | <ul style="list-style-type: none"> • Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> - Pattern Word Building - Word Study Introduction - Spelling |
| C. Recognize and read grade-appropriate irregularly spelled words. | <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. • Say, Spell, Write <ul style="list-style-type: none"> - Power Word Cards |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|--|--|
| PHONICS <i>continued</i> | | |
| D. Read words with inflectional endings. | <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 |
| E. Decode regularly spelled one-syllable words that follow syllable types: closed syllable, open syllable, vowel-consonant-e, vowel teams, r-controlled, consonant-le | <ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side | <ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Letter Patterns Pattern Word Blending Consonant Blending Pattern Word Building |
| F. Decode two-syllable words following basic patterns by breaking the words into syllables. Compound words (e.g. cup./ cake, cow/boy) Consonant-le (e.g. can/dle, sim/ple, ri/fle, nee/dle) VC/CV (e.g., nap/kin, hap/py, stam/pede) V/CV (e.g., bo/nus) | <ul style="list-style-type: none"> Song: Compound Words Syllables Syllable Safari Take Away Syllables | <ul style="list-style-type: none"> Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> Reading Trick: Key Word Match; Pattern Hunt; Mystery Word |
| FLUENCY | | |
| R.F.1.4. Read grade-level text with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. | <ul style="list-style-type: none"> 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 with purpose and understanding. <ul style="list-style-type: none"> Waterford Books |
| B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | <ul style="list-style-type: none"> 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"> Repeated Readings Fluency Check Sheets |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|---|
| COMPREHENSION | | |
| <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</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 |
| <p>B. Continue conversations by responding to the comments of others through multiple exchanges</p> | | <ul style="list-style-type: none"> • Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> - Discussion Rules Activity |
| <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <ul style="list-style-type: none"> • Ask a Question | <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 |
| <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> | <ul style="list-style-type: none"> • Ask a Question • Recall Details • Sum Up, Five Ws | <ul style="list-style-type: none"> • Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw |
| <p>SL. 1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p> | <ul style="list-style-type: none"> • Ask a Question | <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 |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|---|
| VOCABULARY ACQUISITION AND USE | | |
| <p>L.1.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> | <ul style="list-style-type: none"> • Book: The Birds, the Beast, and the Bat • Sort | <ul style="list-style-type: none"> • Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Sorting Objects |
| <p>B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> | | <ul style="list-style-type: none"> • Defining words.pdf: Define words by category and by one or more key attributes. <ul style="list-style-type: none"> - Sorting Objects |
| <p>C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> | <ul style="list-style-type: none"> • Connect to Me • Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> - Making Connections |
| <p>D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large gigantic) by defining or choosing them or by acting out the meanings.</p> | <ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs | <ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> - Shades of Meaning: Verbs and Adjectives |
| <p>L.1.6. Use words and phrases acquired through conversations reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> | <p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Readable Books • Informational Books • Traditional Tales (See titles at end of document.) | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|---|
| 2ND GRADE | | |
| PHONICS | | |
| <p>R.F.2.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>A. Identify words with inconsistent by common letter-sound correspondences (e.g., doo/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were, here, shall/tall, won/town, hour/tour, want/plant).</p> | <ul style="list-style-type: none"> • Word Recognition • Power Words • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell | <ul style="list-style-type: none"> • Inconsistent words.pdf: Identify words with inconsistent but common spelling-sound correspondences. <ul style="list-style-type: none"> - Spelling and Sounds Activity |
| <p>B. Know the letter/sound correspondences, including distinguishing long and short vowel sounds. Diphthongs (e.g., oi,oy,ou. ow) r-controlled vowels (e.g., er, ir, ur,ar, or) additional common vowel teams (e.g., ei, ie, igh) regularly spelled one-syllable words</p> | <ul style="list-style-type: none"> • Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Make and Spell • All-Star Spelling • Spelling Exploration • Spelling Instruction • Spelling Game • Word Recognition • Spell and Blend • Spelling Scramble | <ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones - Readable Check Sheets |
| <p>C. Recognize and read grade appropriate irregularly spelled words.</p> | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • 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: /ī/ - Lesson 2: /ō/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals |
| <p>D. Decode words with common prefixes and suffixes.</p> | <ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Prefixes • Suffixes • Comparatives • Change Y to I | <ul style="list-style-type: none"> • Prefix and suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb - Prefixes - Suffixes |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|--|
| PHONICS <i>continued</i> | | |
| E. Decode words that follow the six syllable types: closed syllable, open syllable, vowel-consonant-e, vowel teams, r-controlled, consonant - le. | <ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side | |
| F. Decode regularly spelled two syllable words with long vowels. | <ul style="list-style-type: none"> Word Recognition Automatic Word Recognition Power Words Readable Books Read-Along Books (See titles at end of document.) | <ul style="list-style-type: none"> Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> Fluency Check Sheets |
| FLUENCY | | |
| RF.2.4. Read grade level text with sufficient accuracy and fluency to support comprehension. A. Read grade level text with purpose and understanding | <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 |
| B. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. | <ul style="list-style-type: none"> Expression: Phrases; Quotations; Questions; Pauses; Exclamations Read-Along Books Fluency, Speed, and Comprehension Books Informational Books Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> Fluency Check Sheets |
| C. Use context in grade-level text to confirm or self-correct, word recognition and understanding, rereading as necessary. | <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.) | <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 |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|--|--|
| COMPREHENSION | | |
| <p>SL.2.1. Participate in collaborative conversations with diverse partners about Grade 2 topics and text with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.).</p> | <p>Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p> | <ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Ball Toss Activity |
| <p>B. Build on others' talk in conversations by linking their comments to the remarks of others.</p> | | <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 |
| <p>C. Ask for clarification and further explanation as needed about the topics and text under discussion.</p> | | <ul style="list-style-type: none"> Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> Ball Toss Activity |
| <p>SL.2.2. Recount or describe key ideas or details from a text read aloud, information presented orally or through other media.</p> | <ul style="list-style-type: none"> Read-Along Books Fluency, Speed, and Comprehension Books Informational Books Readable Books (See titles at end of document.) Build Knowledge | <ul style="list-style-type: none"> Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> 45 Online books for listening for key ideas and details |
| <p>SL.2.3. 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.</p> | | <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 |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|--|---|
| VOCABULARY ACQUISITION AND USE | | |
| <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <ul style="list-style-type: none"> • Vocabulary Introduction: Present; Definitions; Matching • Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter • Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; MacaWs Chorus • Rusty and Rosy’s Clues • Look For a Clue • Use a Clue | <ul style="list-style-type: none"> • Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play With Me? |
| <p>B. Determine the meaning of the new word formed when a know prefix is added to a know word (e.g., happy/unhappy, tell/retell.)</p> | <ul style="list-style-type: none"> • Song: Put It at the Front; Key Words • Prefixes | <ul style="list-style-type: none"> • 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 |
| <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> | <ul style="list-style-type: none"> • Songs: Let’s Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes | <ul style="list-style-type: none"> • Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives - Prefixes - Suffixes |
| <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> | <ul style="list-style-type: none"> • Songs: Compound Words; Key Words • Compound Words | <ul style="list-style-type: none"> • Combining known individual words.pdf: Use knowledge of the meaning of individual words to predict the meaning of compound words. <ul style="list-style-type: none"> - Compound Word Game |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|--|
| VOCABULARY ACQUISITION AND USE <i>continued</i> | | |
| <p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>A. Sort words into categories based on multiple attributes (e.g., A large Apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic.</p> | <ul style="list-style-type: none"> • Book: The Birds, the Beast, and the Bat • Sort | <ul style="list-style-type: none"> • Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Sorting Objects |
| <p>B. Distinguish shades of meaning among closely-related verbs (e.g., toss, throw, hurl) closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> | <ul style="list-style-type: none"> • Song: Synonym Tree • Synonyms | <ul style="list-style-type: none"> • Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> - Shades of Meaning Charades |
| <p>C. identify real life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> | <ul style="list-style-type: none"> • Vocabulary: Introduction; Present; Definitions; Matching • Song: Adjectives Describe • Adjectives | <ul style="list-style-type: none"> • Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> - Word Card Activity |
| <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).</p> | <p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|---|---|
| 3RD GRADE | | |
| PHONICS | | |
| <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>B. Decode words with common Latin suffixes.</p> <p>C. Decode multisyllable words.</p> <p>D. Read grade-appropriate irregularly spelled words.</p> | <p>Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Chapters wild; it • Sarah, Plain and Tall: Chapter 1 • Ella Enchanted: Chapters 6; 17 • Coraline: Chapter IV • Matilda: Chapters: The Hat and the Superglue; The First Miracle • The Secret Garden: Chapters 9; 11; 12; 20 • Ruby Holler: Chapters 10; 64 • Hope Solo: My Story: Chapters 7; 9 | |
| FLUENCY | | |
| <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Chapters mack; not right • Sarah, Plain and Tall: Chapter 4 • Coraline: Chapter VIII • Matilda: Chapters Miss Honey; The Weekly Test • The Secret Garden: Chapters 10; 11; 15; 17 • Satch and Me: 2; 7; 13 • Ruby Holler: Chapters 14; 44 • Hope Solo: My Story: Chapters 2; 16 | <ul style="list-style-type: none"> • The One and Only Ivan: Find Related Books; Read with Expression; Discover Vocabulary Through Content • Coraline: Read with Expression; Sing Songs with Fluency; Read Dialogue • The Secret Garden: Reading Fluently with Punctuation; Reading with Emotion; Understanding Suffixes • Satch and Me: Reading with Expression; Reading with Different Tones; Understanding Accents • Ruby Holler: Read with Expression; Partner Read; Questions for Unknown Words • Sarah Plain and Tall: Oral Reading of Skylark; Create a Word Wall • Ella Enchanted: Reading Dialogue; Fluency Strategies; Explaining How to Use Context Clues • Matilda: Reading for a Purpose; Reading with Expression; Determine the Meaning of Unknown Words • Hope Solo: My Story: Reading Fluently; Reading with Expression; Multiple Meaning Words |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|--|---|
| COMPREHENSION | | |
| <p>SL.3.1. Engage effectively in a range of collaborative conversations/discussions One-on-one; in groups; teacher-led with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p> | <p>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"> • 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>SL.3.2. Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).</p> | <p>Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Ruby Holler • Sarah Plain and Tall • Ella Enchanted • Matilda • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Summarize in One Word • Coraline: Alice in Wonderland Comparison • The Secret Garden: Analyze a Movie Trailer • Ruby Holler: Partner Reading and Summarizing • Sarah Plain and Tall: Analyzing Cover Art • Ella Enchanted: Main Idea of Story • Matilda: Summary of a Roald Dahl Book • Hope Solo: My Story: Video Discussion |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|---|
| COMPREHENSION <i>continued</i> | | |
| <p>SL.3.3. Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.</p> | <p>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"> • 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 |
| VOCABULARY ACQUISITION AND USE | | |
| <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of effective strategies.</p> <p>A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</p> | <p>Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Chapter the nature show • Sarah, Plain and Tall: Chapter 8 • Ella Enchanted: Chapters 18; 21; 27 • Coraline: Chapters VIII; IX • Matilda: Chapters: Arithmetic; Throwing the Hammer; The Weekly Test • The Secret Garden; Chapters 4; 6; 7; 10; 11; 19 • Satch and Me: Chapter 17 • Ruby Holler: Chapters 5; 40; 41 • Hope Solo: My Story: Chapter 2 | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|---|-----------------------------|
| VOCABULARY ACQUISITION AND USE <i>continued</i> | | |
| <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings, as appropriate for the grade level.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> | <p>Books:</p> <ul style="list-style-type: none"> • The One and Only Ivan: Chapter names • Ella Enchanted: Chapters 2; 25 • Coraline: Chapters V; X • Matilda: Chapters The Trunchbull; Bruce Bogtrotter and the Cake • The Secret Garden: Chapters 5; 8; 10 • Satch and Me: Chapters 4; 6; 11 • Ruby Holler: Chapters 15; 24 • Hope Solo: My Story: Chapters 7; 12; 14; 19 | |
| <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> | <p>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 | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|--|
| 4TH GRADE | | |
| PHONOLOGICAL AWARENESS | | |
| Standards from previous grade levels should be reinforced as needed. | | |
| PHONICS | | |
| <p>R.F.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p>Books:</p> <ul style="list-style-type: none"> • Wonder: Homework #33; #89 • Bridge to Terabithia: Chapters 6; 9 • Bud, Not Buddy: Chapters 2; 13; 16 • Hoot: Chapter 21 • James and the Giant Peach: Chapters 12; 17; 28 • The Graveyard Book: Chapters 3; 4; 7 • One Thousand Paper Cranes: Chapters 3; 7 • Eight Keys: Homework #7; 320 • When You Reach Me: Chapters 19; 51 | |
| FLUENCY | | |
| <p>R.F.4.4. Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Books:</p> <ul style="list-style-type: none"> • Wonder: Homework #66; #109; #118 • Bridge to Terabithia • Bud, Not Buddy: Chapters 5; 11; 18 • Hoot: Chapters 2; 15 • James and the Giant Peach: Chapters 2; 18 • The Graveyard Book: Chapter 5 • One Thousand Paper Cranes: Chapter 8 • Eight Keys: Homework #28 • When You Reach Me: Chapter 25 | <ul style="list-style-type: none"> • Wonder: Understanding Grammar When Reading; Strategies for Comprehension • The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms • One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms • Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading • Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words • Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words • James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words • When You Reach Me: Reading Dialogue; Understanding Reading Rate • Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|--|---|
| COMPREHENSION | | |
| <p>SL.4.1. Engage effectively in a range of collaborative conversations/discussions one-on-one; in groups; teacher-led with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> | <p>Books:</p> <ul style="list-style-type: none"> • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Video Discussion • The Graveyard Book: Story Extension • One Thousand Paper Cranes: Book Discussion • Bridge to Terabithia: Newbery Medal Discussion • Bud, Not Buddy: Peer Discussion • Hoot: Story Discussion • James and the Giant Peach: Socratic Seminar • When You Reach Me: Nonfiction Article Discussion • Eight Keys: A Harmless Lie |
| <p>SL 4.2. Paraphrase portions of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).</p> | <p>Books:</p> <ul style="list-style-type: none"> • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bud, Not Buddy • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Book Review Discussion • The Graveyard Book: Author's Inspiration • One Thousand Paper Cranes: Hiroshima Today • Bud, Not Buddy: Role Playing • James and the Giant Peach: Biography of Roald Dahl • When You Reach Me: Bullying Scenario • Eight Keys: Rings of Responsibility |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|--|
| COMPREHENSION <i>continued</i> | | |
| <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> | <p>Books:</p> <ul style="list-style-type: none"> • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Wonder Review • The Graveyard Book: Book Review • One Thousand Paper Cranes: Why Was the Bomb Dropped? • Bridge to Terabithia: Author Interview Discussion • Bud, Not Buddy: Video Discussion • Hoot: Conservation Specialist Presentation • James and the Giant Peach: Can Seagulls Lift the Peach? • When You Reach Me: Bullying Discussion • Eight Keys: Obama’s Speech on a Student’s Responsibility |
| VOCABULARY ACQUISITION AND USE | | |
| <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of effective strategies.</p> <p>A. Use context (e.g., definitions, examples, restatements in text) as clues to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p>Books:</p> <ul style="list-style-type: none"> • Wonder: Homework #28 • Bridge to Terabithia: Chapters 4; 7 • Bud, Not Buddy: Chapter 1 • Hoot: Chapter 1 • James and the Giant Peach: Chapters 22; 29 • The Graveyard Book: Chapter 4 • One Thousand Paper Cranes: Chapters 4; 10 • Eight Keys: Homework #9; #13; #25 • When You Reach Me: Chapters 2; 29 | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|--|-----------------------------|
| VOCABULARY ACQUISITION AND USE <i>continued</i> | | |
| <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for grade level.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Recognize and explain the meaning of common idioms and proverbs.</p> <p>C. Demonstrate understanding of words by relating them to their opposites, antonyms, and to words with similar but not identical meanings, synonyms.</p> | <p>Books:</p> <ul style="list-style-type: none"> • Wonder: Homework #74; #110 • Bridge to Terabithia: Chapters 1; 7 • Bud, Not Buddy: Chapters 7; 14 • Hoot: Chapters 2; 4; 8; 14; 17; 20 • James and the Giant Peach: Chapters 8; 32 • The Graveyard Book: Chapters 1; 4; 5; 7 • One Thousand Paper Cranes: Chapter 6 • Eight Keys: Homework #18; #22; #26 • When You Reach Me: Chapters 18; 22; 26; 28; 31; 45; 46 | |
| <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered).</p> | <p>Books:</p> <ul style="list-style-type: none"> • Bridge to Terabithia: Chapter 13 • Bud, Not Buddy: Chapter 11 • Hoot: Chapter 21 • The Graveyard Book: Chapters 2; 3; 4 • One Thousand Paper Cranes: Chapter 8 • Eight Keys: Homework #18; #20; #23 | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|---|--|
| 5TH GRADE | | |
| PHONOLOGICAL AWARENESS | | |
| Standards from previous grade levels should be reinforced as needed. | | |
| PHONICS | | |
| <p>R.F.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p>Books:</p> <ul style="list-style-type: none"> • One Crazy Summer: Chapters Golden Gate Bridge • Inside Out and Back Again: Homework #25; #85; #103 • Stargirl: Chapters 10; 13 • Holes: Homework #15; #49 • How Writers Work: Chapter 9 • Sounder: Chapter 7 • The City of Ember: Chapters 2; 3 • Al Capone Does My Shirts: Homework #20; #36 | |
| Standards from previous grade levels should be reinforced as needed. | | |
| FLUENCY | | |
| <p>R.F.5.4. Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>A Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Books:</p> <ul style="list-style-type: none"> • One Crazy Summer: Chapters Stores of the No Sayers • Inside Out and Back Again: Homework #17; #46; #70; #100 • Stargirl: Chapters Porcupine Necktie; 3 • Holes: Homework #34; #53 • A Series of Unfortunate Events: The Bad Beginning #1: Chapter 8 • How Writers Work: Chapter 2 • Sounder: Chapter 6 • The City of Ember: Chapters 4; 7 • Al Capone Does My Shirts: Homework #39 | <ul style="list-style-type: none"> • The City of Ember: Eating Bugs; Story Circle; Reread for Understanding • One Crazy Summer: Partner Reading • Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition • Holes: Reading with Italics; Reading Punctuation; Using Context Clues • Stargirl: Author’s Purpose; Read with Emotion; Using Context Clues • The Bad Beginning (A Series of Unfortunate Events #1): Emoticons; Reading with Different Tones; Self-Monitoring While Reading • Al Capone Does My Shirts: Reading with Emotion; Using Context Clues • Sounder: Reading Song Lyrics; Reading with Different Expressions; Adjusting Reading Rate • How Writers Work: Reading with Expression; Rereading for Understanding |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|--|---|
| COMPREHENSION | | |
| <p>SL.5.1. Engage effectively in a range of collaborative conversations/discussions (one-on-one, in groups, teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> | <p>Books:</p> <ul style="list-style-type: none"> • The City of Ember • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Discussion on the Dystopian Genre • Inside Out and Back Again: Discussing Book Title • Holes: Unanswered Questions • Stargirl: Is Leo a Good Person? • The Bad Beginning (A Series of Unfortunate Events #1): Book Discussion Questions • Sounder: Sounder Discussion • How Writers Work: Successful Writers |
| <p>SL.5.2. Summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).</p> | <p>Books:</p> <ul style="list-style-type: none"> • The City of Ember • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Discussion on Refugees • Inside Out and Back Again: Understanding Point of View • Holes: About the Author • Stargirl: Sounds, Pictures, and Words • The Bad Beginning (A Series of Unfortunate Events #1): Comparing and Contrasting Movie to the Book • Al Capone Does My Shirts: Comparing Books in a Series • Sounder: Farming: Long Ago and Today • How Writers Work: Writing Prompt Discussion |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|--|
| COMPREHENSION <i>continued</i> | | |
| <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> | <p>Books:</p> <ul style="list-style-type: none"> • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Our Community Humanity • One Crazy Summer: Discussion Teasing • Inside Out and Back Again: Author Reading of Excerpt • Holes: Compare and Contrast Book and Film • The Bad Beginning (A Series of Unfortunate Events #1): How 3D Printers Work • Sounder: Understanding the History of Sounder • How Writers Work: Main Idea of a Video |
| VOCABULARY ACQUISITION AND USE | | |
| <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of effective strategies.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>C. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p>Books:</p> <ul style="list-style-type: none"> • One Crazy Summer: Chapters Big Red S; San Francisco Treat; The Clark Sisters • Inside Out and Back Again: Homework #9; #90; #96; #97 • Holes: Homework #15; #24; #36 • A Series of Unfortunate Events: The Bad Beginning #1: Chapter 1 • The City of Ember: Chapters 1; 14; 16 • Al Capone Does My Shirts: Homework #11; #12 | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|-----------------------------|
| VOCABULARY ACQUISITION AND USE <i>continued</i> | | |
| <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for grade level.</p> <p>A. Interpret figurative language in context, including but not limited to, similes and metaphors.</p> <p>B. Interpret the meaning of common idioms and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.</p> | <p>Books:</p> <ul style="list-style-type: none"> • One Crazy Summer: Chapters Cassius Clay Clouds; Inseparable • Inside Out and Back Again: Homework #29; #67 • Stargirl: Chapters 1; 7; 19; 27 • Holes: Homework #22; #28 • How Writers Work: Chapter 9 • The City of Ember: Chapters 2; 6; 9; 12 • Al Capone Does My Shirts: Homework #24; #25 | |
| <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including transition words that signal contrast, addition, and other logical relationships.</p> | <p>Books:</p> <ul style="list-style-type: none"> • One Crazy Summer: Chapters Green Stucco House; Even the Earth is a Revolutionary; Afua • Inside Out and Back Again: Homework #28; 33; 34; 113 • Stargirl: Chapters 12; 17; 21 • Holes: Homework #12 • How Writers Work: Chapter 8 • Sounder: Chapter 1 • The City of Ember: Chapter 16 • Al Capone Does My Shirts: Homework #13 | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|--|
| 6TH GRADE | | |
| COMPREHENSION | | |
| <p>SL.6.1. Engage effectively in a range of collaborative discussions one-on-one; in groups; teacher-led with diverse partners on Grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> | <p>Books:</p> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Socratic Seminar • The Ruins of Gorlan: Creative Writing Discussion • Touching Spirit Bear: Healing Circle • Walk Two Moons: Discussion Questions • The Diary of Ma Yan: Benefits of Education • Hattie Big Sky: Socratic Seminar • The Westing Game: The Problem Solvers • The Boy Who Harnessed the Wind: Smart Phones Versus Regular Phones |
| <p>SL.6.2. Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.</p> | <p>Books:</p> <ul style="list-style-type: none"> • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Video on Survival • The Ruins of Gorlan: Video Discussion on Characters • Touching Spirit Bear: Empathy Video and Discussion • The Phantom Tollbooth: Discussing Illustrations • Walk Two Moons: Pandora’s Box • The Diary of Ma Yan: Discussing Book Preview Video • Hattie Big Sky: Supporting the War • The Westing Game: Audio Reading of Chapter One • The Boy Who Harnessed the Wind: Understanding Malaria |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|--|
| COMPREHENSION <i>continued</i> | | |
| <p>SL.6.3. Describe precisely a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <p>Books:</p> <ul style="list-style-type: none"> • Hatchet • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Pop-Up Debate • Touching Spirit Bear: Our Native Legacy • The Phantom Tollbooth: Guest Speaker on Discipline • Walk Two Moons: Analyzing Book Reviews • The Diary of Ma Yan: Ma Yan’s Goals • Hattie Big Sky: Women in the Military • The Westing Game: Should Adoption Be Open? • The Boy Who Harnessed the Wind: Mike McKay’s Blog |
| VOCABULARY ACQUISITION AND USE | | |
| <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p>Books:</p> <ul style="list-style-type: none"> • Hatchet: Chapters 4; 12 • The Ruins of Gorlan: The Ranger’s Apprentice: Chapters Prologue; 12; 14; 17; 22 • Walk Two Moons: Homework #11 • Touching Spirit Bear: Chapters 1; 16; 18; 20 • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapter The Diary: Part Two • The Phantom Tollbooth • The Westing Game: Chapters 1; 5; 20; 24 • Hattie Big Sky: Chapters 4; 6; 11 • The Boy Who Harnessed the Wind: Chapters 2; 3; 8; 13 | |

| R.I.S.E. ARKANSAS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|-----------------------------|
| VOCABULARY ACQUISITION AND USE <i>continued</i> | | |
| <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.</p> | <p>Books:</p> <ul style="list-style-type: none"> • Hatchet: Chapters 1; 6; 13; 16; 17; 18 • The Ruins of Gorlan: The Ranger’s Apprentice: Chapters 5; 30 • Walk Two Moons: Homework #18; #19; #24; #37 • Touching Spirit Bear: Chapter 16 • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapter 19 • The Phantom Tollbooth • The Westing Game: Chapter 18 • Hattie Big Sky: Chapters 9; 13; 15 • The Boy Who Harnessed the Wind: Chapters 2; 8; 14 | |

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

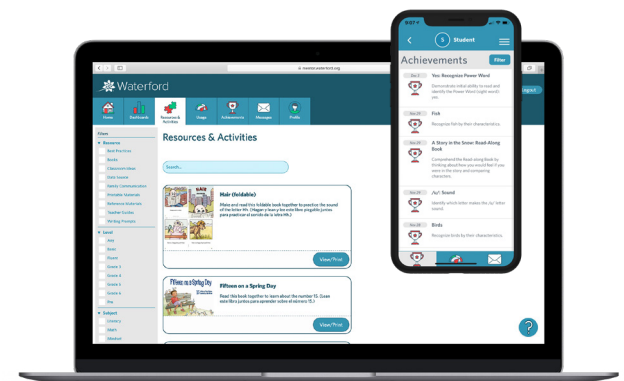
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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