

CURRICULUM *Correlation*

*Waterford
Reading Academy*

99.9%

*Nebraska's
College and
Career Ready
Standards
for English
Language Arts
2021*

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

TABLE OF CONTENTS

KINDERGARTEN	1
FOUNDATIONS OF READING	1
READING PROSE AND POETRY	4
READING INFORMATIONAL TEXT.....	6
VOCABULARY	8
WRITING	9
SPEAKING AND LISTENING	13
GRADE 1	14
FOUNDATIONS OF READING	14
READING PROSE AND POETRY	18
READING INFORMATIONAL TEXT.....	19
VOCABULARY	21
WRITING	22
SPEAKING AND LISTENING	27
GRADE 2	29
FOUNDATIONS OF READING	29
READING PROSE AND POETRY	31
READING INFORMATIONAL TEXT.....	33
VOCABULARY	35
WRITING	36
SPEAKING AND LISTENING	40
WATERFORD BOOKS AND RELATED ACTIVITIES	42
WATERFORD FAMILY ENGAGEMENT RESOURCES	44

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
FOUNDATIONS OF READING		
Concepts of Print: Demonstrate knowledge of the organization and basic concepts of print.		
<p>LA.K.F.1 Demonstrate knowledge of the organization and basic concepts of print.</p> <p>a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.</p>	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction • Letter Match • Pick the Letter • Fast Letter Fun • Letter Pictures • Name That Letter • Name Game 	<ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
<p>b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.</p>	<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
<p>c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.</p>	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
<p>d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Following words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality
Phonological Awareness Demonstrate phonological awareness through oral activities.		
<p>LA.K.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Segment and count spoken sentences into words.</p>	<ul style="list-style-type: none"> • Look, Listen, and Match 	

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness Demonstrate phonological awareness through oral activities <i>continued.</i>		
b. Recognize and begin to produce oral rhymes.	<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
c. Count, produce, and segment spoken words into syllables and identify syllable parts.	<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
d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blending Riddles • Blending Dragon 	<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"> - Blending: Onset-Rime 1 - Blending: Onset-Rime 2
e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;' e.g., "Say 'cowboy.' Say it again but don't say 'cow'").	<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
f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	<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

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.		
<p>LA.K.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <p>a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds 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 	
<p>b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald's Vowel Song • Letter Sound Songs • Sound Room • Letter Sound • Name That Letter 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. Decode consonant-vowel-consonant (CVC) 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 • Key Word Match • Pattern Hunt • Spell and Blend 	<ul style="list-style-type: none"> • Spelling-sound Correspondences.pdf.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
<p>d. Encode consonant-vowel-consonant (CVC) words.</p>	<ul style="list-style-type: none"> • Songs: Consonants Together; Sneaky Magic E; C and G; Key Words • Word Mastery • Key Word Match • Pattern Hunt • Spell and Blend 	
<p>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound 	

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.		
<p>a. Recognize upper and lowercase letters automatically and accurately.</p>	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction • Letter Match • Pick the Letter • Fast Letter Fun • Hidden Letters • Letter Pictures • Find the Letter • Name That Letter • Name Game 	<ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
<p>b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.</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>c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words or those included in instructional materials).</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 	
READING PROSE AND POETRY		
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.		
<p>LA.K.RP.1 With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next? • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<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

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts <i>continued</i>.		
LA.K.RP.2 With prompting and support, identify main character(s), setting, and important events in a literary text.	<ul style="list-style-type: none"> • Describe Characters • Look at Details • Sum Up: Five Ws • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with suggested discussions to identify characters, settings, or major events
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.		
LA.K.RP.3 With prompting and support, define the role of author and illustrator in a literary text.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> • Print Concepts 	<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
LA.K.RP.4 With prompting and support, identify the basic characteristics of literary text.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.) • Picture Story 	<ul style="list-style-type: none"> • Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> - Lost Socks - Lumpy Mush - Three Little Kittens - The Alligator in the Library - Garden Visitors
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.		
LA.K.RP.5 With prompting and support, compare and contrast the experiences of characters in familiar stories.	<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
LA.K.RP.6 With prompting and support, ask and answer questions about key details in a literary text.	<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 Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text <i>continued</i>.</p>		
<p>LA.K.RP.7 With prompting and support, make connections between own experiences and other cultures in literary texts.</p>	<ul style="list-style-type: none"> Books: José Three; Play Ball; Duc Tho Le's Birthday Present; The Talking Lizard; Darren's Work; Lorenzo's Llama; Treasures from the Loom; The Snow Lion Connect to Me 	
<p>Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary texts independently and proficiently.</p>		
<p>LA.K.RP.8 Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> Group reading activities.pdf: Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> Multiple stories with suggestions to build comprehension.
<p>READING INFORMATIONAL TEXT</p>		
<p>Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.</p>		
<p>LA.K.RI.1 With prompting and support, identify the main topic and key details in an informational text.</p>	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Find an Answer Sum Up: Five Ws Sum Up: Remember Order Look at Details Picture Clues 	<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>LA.K.RI.2 With prompting and support, identify key individuals, events, or pieces of information in an informational text.</p>	<ul style="list-style-type: none"> Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm Connect to Me Build Knowledge 	<ul style="list-style-type: none"> Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. <ul style="list-style-type: none"> How to Grow a Garden Think With Me Growing Flowers
<p>Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.</p>		
<p>LA.K.RI.3 With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.</p>	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? A Story In the Snow

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts <i>continued</i>.		
LA.K.RI.4 With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.	<ul style="list-style-type: none"> • Reading Detective (Build Vocabulary) 	<ul style="list-style-type: none"> • Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.		
LA.K.RI.5 With prompting and support, identify basic similarities and differences between two informational texts on the same topic.	<ul style="list-style-type: none"> • Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> • Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. <ul style="list-style-type: none"> - How to Grow a Garden - Growing Flowers - Think With Me
LA.K.RI.6 With prompting and support, explain the difference between facts and opinions about a topic.		<ul style="list-style-type: none"> • Information vs. Story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden
LA.K.RI.7 With prompting and support, make connections between own experiences and other cultures in informational texts.	<ul style="list-style-type: none"> • Books: Fawn Eyes; I Wish I Had Ears Like a Bat • Connect to Me • Build Knowledge • Informational Books (See titles at end of document.) 	
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level informational texts independently and proficiently.		
LA.K.RI.8 Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Group reading activities.pdf: Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> - Multiple Informational books with suggestions to build comprehension.

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VOCABULARY		
Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.		
<p>LA.K.V.1 Recognize and use conversational and grade-level academic vocabulary.</p> <p>a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).</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
<p>b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.</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>c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.</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"> Unknown Words.pdf: Ask and answer questions about unknown words in a text. <ul style="list-style-type: none"> What Does It Mean? Picture This I See...I Wonder Guess the Covered Word
Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.		
<p>LA.K.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <p>a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.</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. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.</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

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies <i>continued</i>.		
c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.		<ul style="list-style-type: none"> • Identifying Meaning of Words and Phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> - Animal Bodies - Star Pictures
d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling
WRITING		
Foundations of Writing Apply handwriting skills to communicate ideas and information.		
LA.K.FW.1 Demonstrate basic handwriting skills. a. Identify and match upper and lowercase manuscript letters.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction • Letter Match • Pick the Letter • Fast Letter Fun • Hidden Letters • Letter Pictures • Find the Letter • Name That Letter • Name Game 	<ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
b. Print many upper and lowercase manuscript letters using reference materials and classroom resources.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace • Alphabet Introduction • Letter Match 	<ul style="list-style-type: none"> • Printing upper and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundations of Writing Apply handwriting skills to communicate ideas and information <i>continued</i>.		
c. Write left to right and use appropriate spacing between letters and words.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
LA.K.FW.2 Demonstrate sound-letter concepts when writing. a. Segment phonemes orally in single-syllable words.	<ul style="list-style-type: none"> • Phoneme Segmentation 	
b. Demonstrate understanding that syllables are organized around vowel sounds.	<ul style="list-style-type: none"> • Song: Compound Words • Syllables • Syllable Safari • Compound Words 	<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
c. Form upper and lowercase manuscript letters using reference materials and classroom resources.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace • Alphabet Introduction • Letter Match 	<ul style="list-style-type: none"> • Printing upper and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting
d. Write left to right and use appropriate spacing between letters and words.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.		
LA.K.W.1 With prompting and support, form and use complete simple sentences in shared language activities. a. Capitalize the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - "I Like Kites" Punctuation
b. Recognize and name end punctuation.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentence Marks 	<ul style="list-style-type: none"> • Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> - "I Like Kites" Punctuation
c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).	<ul style="list-style-type: none"> • Songs: Nouns; Verbs • Nouns • Verbs 	

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context <i>continued</i>.		
d. Form regular plural nouns by adding /s/ or /es/.	<ul style="list-style-type: none"> • Songs: Nouns; More Than One • Nouns • Plural Nouns 	
e. Use interrogatives to ask questions.	<ul style="list-style-type: none"> • Sum Up: Five Ws 	
f. Use subject-verb agreement in simple sentences.	<ul style="list-style-type: none"> • Songs: Nouns; Verbs • Sentences • Nouns • Verbs 	
<p>LA.K.W.2 With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.</p> <p>a. Use prewriting activities and resources to generate ideas.</p>	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
c. Use feedback from others to improve writing and/or add details.		<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
d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	Waterford provides access to a word processor feature for producing and publishing writing with multiple font, graphic, and symbol options. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.	Waterford provides access to a word processor feature for producing and publishing writing with multiple font, graphic, and symbol options. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.		
<p>LA.K.W.3 With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.</p>		<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
<p>LA.K.W.4 With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.</p>		<ul style="list-style-type: none"> • Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). - Write With Me
<p>LA.K.W.5 With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.</p>		<ul style="list-style-type: none"> • 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
<p>LA.K.W.6 With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.</p>	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Find an Answer • Build Knowledge 	<ul style="list-style-type: none"> • Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING		
Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.		
<p>LA.K.SL.1 With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.</p> <p>a. Ask pertinent questions to acquire or confirm information.</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, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
<p>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p>	<ul style="list-style-type: none"> • Books: Noise? What Noise?; Courage to Learn 	
<p>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</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
<p>d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</p>		<ul style="list-style-type: none"> • Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
<p>e. Complete a task following one/two-step directions.</p>	<p>While interacting with Waterford, children listen to and follow multi-step directions.</p>	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.		
<p>LA.K.SL.2 With prompting and support, describe familiar people, places, things, and events, and provide additional detail.</p> <p>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.</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
<p>b. Convey a personal perspective with clear reasons.</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
<p>c. Explain the purpose of information being presented.</p>	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge 	
<p>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</p>	<ul style="list-style-type: none"> • Books: Elephant Upstairs; David Next Door; Noise? What Noise? 	
<p>e. Use appropriate visual and/or digital tools to support verbal communication.</p>	<p>Waterford provides access to a word processor feature for producing and publishing writing with multiple font, graphic, and symbol options. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p>	
GRADE 1		
FOUNDATIONS OF READING		
Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.		
<p>LA.1.F.1 Demonstrate knowledge of the organization and basic concepts of print.</p> <p>a. Recognize the distinguishing features of a sentence.</p>	<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

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness Demonstrate phonological awareness through oral activities. understanding of spoken words, syllables, and sounds (phonemes).		
<p>LA.1.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with 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>b. Delete initial and final phonemes in words.</p>	<ul style="list-style-type: none"> • Phoneme Deletion • Letter Sound Deletion • Phoneme Eliminator • Letter Sound Eliminator 	
<p>c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.</p>	<ul style="list-style-type: none"> • Phoneme Substitution • Barnyard Bash • Circus Clown Climbers 	
<p>d. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words (e.g., “Say ‘map.’ Say it again and instead of /p/ say /t/. What is the new word? ‘Mat’”).</p>	<ul style="list-style-type: none"> • Phoneme Substitution • Barnyard Bash • Circus Clown Climbers • One, Two, Three Sounds 	
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.		
<p>LA.1.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <p>a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.</p>	<ul style="list-style-type: none"> • Songs: Consonants Together; Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble 	<ul style="list-style-type: none"> • Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones
<p>b. Decode and encode simple words with r-controlled vowels.</p>	<ul style="list-style-type: none"> • Identify r-Controlled Vowel Words • Build r-Controlled Syllable Words 	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.		
c. Decode and encode regularly spelled one-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 • Key Word Match • Pattern Hunt • Spell and Blend 	<ul style="list-style-type: none"> • Spelling-sound Correspondences.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
d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Pattern • Pattern Hunt • Word Blending • Word Mastery Games • Mystery Words 	<ul style="list-style-type: none"> • Long Vowel Words Ending in E.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> - Pattern Word Building - Word Study Introduction - Spelling
e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.	<ul style="list-style-type: none"> • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types • Spelling Instruction • Spelling Exploration • All-Star Spelling 	<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
f. Decode and encode 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

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text <i>continued</i>.		
g. 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 	<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
h. 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. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.		
LA.1.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. a. Decode and encode 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
b. Use appropriate rate, expression, and intonation to reflect the meaning of text.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction 	<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
c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Word Mastery • Power Words 	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING PROSE AND POETRY		
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.		
LA.1.RP.1 Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	<ul style="list-style-type: none"> Recall Details Sum Up: Remember Order Sum Up: Five Ws Traditional Tales (See titles at end of document.) 	Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> The Three Little Pigs Mr. Lucky Straw
LA.1.RP.2 Identify the main character(s), setting, and important events, drawing on key details in a literary text.	<ul style="list-style-type: none"> Describe Characters Compare Characters Sum Up: Remember Order Sum Up: Five Ws Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Describe the Story 2.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> The Three Little Pigs
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary texts.		
LA.1.RP.3 Explain the difference between the roles of author and narrator or speaker in a literary text.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> Print Concepts 	<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
LA.1.RP.4 Identify the basic characteristics of literary text, drawing on a wide range of text types.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Decodable Books (See titles at end of document.) Picture Story 	<ul style="list-style-type: none"> Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> Lost Socks Lumpy Mush Three Little Kittens The Alligator in the Library Garden Visitors
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary texts.		
LA.1.RP.5 Compare and contrast the experiences of characters in familiar stories.	<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

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary texts <i>continued</i>.</p>		
<p>LA.1.RP.6 Ask and answer questions about key details in a literary text.</p>	<ul style="list-style-type: none"> • Recall Details • Ask a Question • Sum Up: Five Ws • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Key Details Narrative.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
<p>LA.1.RP.7 Make connections between own experiences and other cultures in literary texts.</p>	<ul style="list-style-type: none"> • Connect to Me • Compare Characters • Build Knowledge • Recall Details • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Connecting Ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> - Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver
<p>Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary texts independently and proficiently.</p>		
<p>LA.1.RP.8 With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.</p>	<ul style="list-style-type: none"> • Build Knowledge • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) 	
<p>READING INFORMATIONAL TEXT</p>		
<p>Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.</p>		
<p>LA.1.RI.1 Identify the main topic and key details in an informational text.</p>	<ul style="list-style-type: none"> • Recall Details • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water Is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts <i>continued</i>.		
LA.1.RI.2 Identify key individuals, events, or pieces of information in an informational text.	<ul style="list-style-type: none"> • Connect to Me • Compare Characters • Build Knowledge • Recall Details • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Connecting Ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> - Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.		
LA.1.RI.3 Define the role of the author and illustrator in presenting the ideas or information in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify Supporting Points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden
LA.1.RI.4 Use text features (titles, headings, visuals) to predict or confirm the topic of a text.	<ul style="list-style-type: none"> • Reading Detective (Build Vocabulary) 	<ul style="list-style-type: none"> • Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.		
LA.1.RI.5 Identify basic similarities and differences between two informational texts on the same topic.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Find the Similarity Between Two Texts.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> - How to Grow a Garden - Growing Flowers
LA.1.RI.6 Identify an author's opinion(s) about a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify Supporting Points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden
LA.1.RI.7 Make connections between own experiences and other cultures in informational texts.	<ul style="list-style-type: none"> • Books: Treasures From the Loom; The Piñata Book; The Pizza Book • Connect to Me • Build Knowledge 	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level informational texts independently and proficiently.		
<p>LA.1.RI.8 With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.</p>	<ul style="list-style-type: none"> Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> Informational Reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1. <ul style="list-style-type: none"> Water Is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like Jane Goodall I Want to Be a Scientist Like George Washington Carver I Want to Be a Scientist Like Wilbur and Orville Wright
VOCABULARY		
Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.		
<p>LA.1.V.1 Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.</p> <p>a. Use sentence-level context clues to determine the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> Use a Clue Rusty and Rosy's Clues Readable Books (See titles at end of document.) 	
<p>b. Use commonly occurring affixes to determine the meaning of unknown words.</p>	<ul style="list-style-type: none"> Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End Double the Fun Prefixes Suffixes 	<ul style="list-style-type: none"> Cluing Of Frequently Occurring Affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> Affixes and Inflections
<p>c. Identify commonly occurring root words and their inflectional forms.</p>	<ul style="list-style-type: none"> Song: Tricky Y to I Change Y to I 	<ul style="list-style-type: none"> Frequently Occurring Root Words.pdf: Identify Frequently Occurring Root Words and their inflectional forms. <ul style="list-style-type: none"> Affixes and Inflections
<p>d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.</p>	<ul style="list-style-type: none"> Reading Detective: Build Vocabulary 	<ul style="list-style-type: none"> Using Glossaries and Dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> Vocabulary Dictionary

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.		
<p>LA.1.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <p>a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.</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 their category and simple attributes (e.g., a duck is a bird that swims).</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. Ask and answer questions about key words and phrases to determine their meaning.</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"> • Identifying Meaning of Words and Phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> - Animal Bodies - Star Pictures
<p>d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).</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 manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> - Shades of Meaning: Verbs and Adjectives
WRITING		
Foundations of Writing Apply handwriting skills to legibly communicate ideas and information.		
<p>LA.1.FW.1 Demonstrate and apply handwriting skills.</p> <p>a. Print all upper and lowercase manuscript letters using correct formation.</p>	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting (Aa-Zz)

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundations of Writing Apply handwriting skills to legibly communicate ideas and information <i>continued</i> .		
b. Write the common grapheme (letter or letter group) for each phoneme.	<ul style="list-style-type: none"> • Songs: Consonants Together; Sneaky Magic E; C and G; P-H and G-H Say Fff; Sheep in the Shadows • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace • Name That Letter Sound 	<p>Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting
c. Use appropriate spacing between letters and words.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
LA.1.FW.2 Demonstrate sound-letter concepts when writing. a. Segment phonemes in two- and three-phoneme syllables.	<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
b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters; Mama Squirrel's Sound Song; Apples and Bananas; Old MacDonald's Vowel Song • Letter Sounds • Letter Trace • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Build Syllable Words 	<ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <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 • 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

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.		
<p>LA.1.W.1 Write and expand grammatically correct simple sentences and paragraphs.</p> <p>a. Capitalize proper nouns (e.g., days of the week, names of people).</p>	<ul style="list-style-type: none"> • Songs: Capital Letters (Proper Nouns)(Days) • Edit Capitals • 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
<p>b. Use end punctuation, commas in dates, and commas to separate single words in a series.</p>	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks; Comma, Comma, Comma • Sentences • Sentence Marks • Name That Sentence Mark • Edit End Punctuation • Edit Commas 	<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. - Commas
<p>c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.</p>	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Nouns; Pronouns; It Happened Yesterday; Verbs; Adjectives Describe • Nouns • Possessive Nouns • Pronouns • Verbs • Past Tense Verbs • Adjectives 	<ul style="list-style-type: none"> • Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: "Nouns" - Nouns - Pronouns.pdf: Use personal, possessive, and indefinite pronouns. - Pronouns - Verbs.pdf: Use verbs to convey a sense of past, present, and future. - Verbs - Adjectives.pdf: Use frequently occurring adjectives. - Who Am I? - Adjectives
<p>d. Form and use regular and frequently occurring irregular plural nouns.</p>	<ul style="list-style-type: none"> • Songs: Strange Spelling; More Than One • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns 	<ul style="list-style-type: none"> • Irregular Plural Nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose are Not Meese - Plural Nouns

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context <i>continued</i>.		
e. Use subject-verb agreement in simple and compound sentences.	<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
LA.1.W.2 Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and resources to generate and organize ideas.	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping 	
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas 	
c. Use feedback from others to improve writing and/or add details.		<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)
d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	Waterford provides access to a word processor feature for producing and publishing writing with multiple font, graphic, and symbol options. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Waterford provides access to a word processor feature for producing and publishing writing with multiple font, graphic, and symbol options. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> • Collaborative Writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.		
<p>LA.1.W.3 With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.</p> <p>a. Include some relevant details. b. Use time order words to signal sequence of events. c. Provide a sense of closure.</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
<p>LA.1.W.4 With prompting and support, express an opinion about a topic or text and provide a supporting reason.</p> <p>a. Introduce a topic or text. b. State an opinion and provide a reason to support the opinion. c. Provide a sense of closure.</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
<p>LA.1.W.5 With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <p>a. Introduce a topic. b. Develop a topic using supporting facts and details. c. Use words and phrases related to the topic. d. Provide a sense of closure.</p>		<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
<p>LA.1.W.6 With prompting and support, identify information from provided sources to answer a question.</p> <p>a. Retell or recall information from provided sources.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines <i>continued</i>.		
b. Use provided print and/or digital tools to gather information and ideas to answer questions.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge 	<ul style="list-style-type: none"> Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> All on the Same Earth The Bee's Secret
c. Sort evidence and information into categories.	<ul style="list-style-type: none"> Book: The Birds, the Beast, and the Bat Sort 	
d. Use provided print and/or digital tools to gather information and ideas and to answer questions.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge Step Into the Story 	<ul style="list-style-type: none"> Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> All on the Same Earth The Bee's Secret
e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).		<ul style="list-style-type: none"> Digital Citizenship.pdf: Elements of digital citizenship.
SPEAKING AND LISTENING		
Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.		
LA.1.SL.1 Participate with peers and adults in structured discussions and routines about 1st grade topics and texts. a. Ask pertinent questions to acquire or confirm information.		<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
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	<ul style="list-style-type: none"> Books: Noise? What Noise?; Courage to Learn 	
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.		<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

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings <i>continued</i> .		
d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).		<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
e. Complete a task following one/two-step directions.	While interacting with Waterford, children listen to and follow multi-step directions.	
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.		
LA.1.SL.2 Tell a story or recount experiences with appropriate facts and pertinent descriptive details. a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.		<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
b. Convey a personal perspective with clear reasons.		<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
c. With prompting and support, explain the purpose of information being presented.		<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
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	<ul style="list-style-type: none"> • Books: Elephant Upstairs; David Next Door; Noise? What Noise? 	
e. Use appropriate visual and/or digital tools to support verbal communication.		<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

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 2		
FOUNDATIONS OF READING		
Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.		
<p>LA.2.F.1 Demonstrate knowledge of the organization and basic concepts of print.</p> <p>a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.</p>		<ul style="list-style-type: none"> • Basic Paragraph Template.pdf: Organize your paragraph by completing the outline. <ul style="list-style-type: none"> - Topic Sentence - First - Also - Finally - In conclusion
Phonological Awareness Demonstrate phonological awareness through oral activities.		
<p>LA.2.F.2 Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).</p> <p>a. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.</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 • Circus Clown Climbers • One, Two, Three Sounds • Change One Sound 	<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 • 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>b. Substitute sounds in words with five or more phonemes.</p>	<ul style="list-style-type: none"> • Circus Clown Climbers • Change One Sound • Phoneme Substitution 	
<p>c. Delete initial and final phonemes in words including words with blends.</p>	<ul style="list-style-type: none"> • Initial Sound • Final Sound • Phoneme Deletion • Letter Sound Deletion • One, Two, Three Sounds • Phoneme Eliminator • Letter Sound Eliminator 	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.		
<p>LA.2.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <p>a. Decode words with variable vowel teams and vowel diphthongs.</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>b. Decode regularly spelled two-syllable words with long vowels.</p>	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Sneaky Magic E; Vowels Side by Side • 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"> - What's the Word? - Find a Word - Make a Word
<p>c. Decode words with open and closed syllables and consonant -le.</p>	<ul style="list-style-type: none"> • Decode Open Syllable Words • Decode CVC Syllable Words • Decode Open & Closed Syllable Words • Decode Consonant+le Syllable Words 	
<p>d. Decode words with common Anglo roots and suffixes.</p>	<ul style="list-style-type: none"> • Songs: Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Suffixes • Comparatives • Change Y to I 	<ul style="list-style-type: none"> • Frequently Occurring Root Words.pdf: Identify Frequently Occurring Root Words and their inflectional forms. <ul style="list-style-type: none"> - Affixes and Inflections - Prefix and Suffix.pdf: Decode words with common prefixes and suffixes. - Lesson 30: Prefixes and Suffixes - Suffixes
<p>e. Decode words with silent letter combinations.</p>	<ul style="list-style-type: none"> • Song: Silent Letters (K and G); (G-H); (W) • Power Words 	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.		
<p>LA.2.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <p>a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.</p>	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along 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
<p>b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</p>	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Power Words 	
READING PROSE AND POETRY		
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.		
<p>LA.2.RP.1 Recount narratives and determine their central message, lesson, or moral.</p>	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Moral of the Story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
<p>LA.2.RP.2 Describe characters and how they interact with one another.</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters: Why Wind and Water Fight • Map the Story • Sum Up: Five Ws • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • How are Characters Affected by Story Events .pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> - What if You Were an Octopus? - Why Wind and Water Fight

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.		
LA.2.RP.3 Determine and explain who is telling a story within and across literary texts.	<ul style="list-style-type: none"> Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves 	<ul style="list-style-type: none"> Who Is Telling the Story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> Who Is the Speaker? The Brothers The City Mouse and the Country Mouse Mr. Lucky Straw
LA.2.RP.4 Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	<ul style="list-style-type: none"> Song: Reading Detective Sum Up: Remember Order Map the Story 	
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.		
LA.2.RP.5 Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	<ul style="list-style-type: none"> Compare Characters Read-Along Books Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Compare and Contrast Narrative.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
LA.2.RP.6 Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up: Five Ws Compare Characters Map the Story 	<ul style="list-style-type: none"> Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> 52 Online books to practice strategies for understanding.
LA.2.RP.7 Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	<ul style="list-style-type: none"> Books: The Brothers; Mr. Lucky Straw; Lizard and the Painted Rock; Darren's Work; Duc Tho Le's Birthday Present; La Tortuga; The Piñata Book; Today I Write a Letter; The Pizza Book; The Talking Lizard; José Three; Lorenzo's Llama; Treasures From the Loom; The Story Cloth; The Story of Tong and Mai Nhia; Sequoyah's Talking Leaves; The Snow Lion 	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary text independently and proficiently.		
<p>LA.2.RP.8 With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.</p>	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Stories and Poetry.pdf: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <ul style="list-style-type: none"> - Literature Exploration - Poetry Exploration - My Comprehension Checklist - Comprehension Dice Game - Five Finger Retell - Read, Stop, Look, Write
READING INFORMATIONAL TEXT		
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.		
<p>LA.2.RI.1 Identify the main topic and key details in a multi-paragraph text.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the Main Topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee's Secret - Reaching Above
<p>LA.2.RI.2 Describe the connections between individuals, historical events, scientific ideas, or steps in a process.</p>	<ul style="list-style-type: none"> • Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace • Build Knowledge 	<ul style="list-style-type: none"> • Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.		
LA.2.RI.3 Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify the Main Purpose of a Text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee's Secret - Reaching Above
LA.2.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	<ul style="list-style-type: none"> Reading Detective (Build Vocabulary) 	<ul style="list-style-type: none"> Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> - How to Grow a Garden
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.		
LA.2.RI.5 Compare and contrast the two most important ideas presented by two informational texts on the same topic.	<ul style="list-style-type: none"> Books: Louis Braille and Seeing Fingers 	<ul style="list-style-type: none"> Compare and Contrast Informational.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
LA.2.RI.6 Explain an author's opinion(s) and supporting evidence from the text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<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
LA.2.RI.7 Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	<ul style="list-style-type: none"> Books: The Piñata Book; Treasures From the Loom; The Story Cloth; The Snow Lion; The Story of Tong and Mai Nhia; Sequoia's Talking Leaves 	

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level informational text independently and proficiently.		
LA.2.RI.8 With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Reading with Understanding.pdf: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
VOCABULARY		
Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.		
LA.2.V.1 Recognize and use conversational and grade-level academic vocabulary. a. Use sentence-level context clues to determine the meaning of a word or phrase.	<ul style="list-style-type: none"> Song: Use a Clue Picture Clues Words Tell About the Pictures Picture Story Peek at the Story 	
b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).	<ul style="list-style-type: none"> Songs: Put It at the Front; Put It at the End; Key Words Prefixes Suffixes 	<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
c. Use known root words to determine the meaning of unknown words (e.g., addition, additional).	<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
d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).	<ul style="list-style-type: none"> Song: Compound Words Take Away Syllables 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
e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.	<ul style="list-style-type: none"> Reading Detective: Build Vocabulary 	<ul style="list-style-type: none"> Using Glossaries and Dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> Vocabulary Dictionary

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.		
<p>LA.2.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <p>a. Ask and answer questions about key words and phrases to determine their meaning.</p>		<ul style="list-style-type: none"> Identifying Meaning of Words and Phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> Animal Bodies Star Pictures
<p>b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).</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 manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> Shades of Meaning: Verbs and Adjectives
WRITING		
Foundations of Writing Apply handwriting skills to communicate ideas and information.		
<p>LA.2.FW.1 Demonstrate and apply handwriting skills.</p> <p>a. Write legibly using correct formation of letters with automaticity and proper spacing between words.</p>	<ul style="list-style-type: none"> Print Concepts Letter Trace 	<ul style="list-style-type: none"> Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> Letter Picture Handwriting Understanding spaces in print.pdf: Understand that words are separated by spaces in print. Print Concepts
<p>LA.2.FW.2 Demonstrate sound-letter concepts when writing.</p> <p>a. Write common graphemes (letters or letter groups) for each phoneme.</p>	<ul style="list-style-type: none"> Songs: Consonants Together; Sneaky Magic E; C and G; P-H and G-H Say Fff; Sheep in the Shadows Letter Sound Songs Letter Sound Letter Sound Screening Sound Room Letter Pictures Letter Trace Name That Letter Sound 	<ul style="list-style-type: none"> Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> Capital Letter Formation Lowercase Letter Formation Block Letter Letter Picture Handwriting

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.		
<p>LA.2.W.1 Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).</p> <p>a. Capitalize proper nouns (e.g., holidays, countries, product names).</p>	<ul style="list-style-type: none"> • Song: Capital Letters • Edit Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization
<p>b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.</p>	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma (In a Letter); Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns • Edit Commas 	<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
<p>c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.</p>	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Nouns; Pronouns; It Happened Yesterday; Verbs; Adjectives Describe • Nouns • Possessive Nouns • Pronouns • Verbs • Past Tense Verbs • Adjectives 	<ul style="list-style-type: none"> • Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: "Nouns" - Nouns • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. • Pronouns • Verbs.pdf: Use verbs to convey a sense of past, present, and future. • Verbs • Adjectives.pdf: Use frequently occurring adjectives. • Who Am I? • Adjectives
<p>d. Maintain consistent verb tense across sentences or paragraphs.</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

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context <i>continued</i>.		
<p>LA.2.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>a. Use prewriting activities and resources to plan, organize, and draft writing.</p>	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft 	
<p>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p>	<ul style="list-style-type: none"> • 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>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p>	<ul style="list-style-type: none"> • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<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)
<p>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p>	<ul style="list-style-type: none"> • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<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)
<p>e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</p>	<ul style="list-style-type: none"> • Word Processor 	
<p>f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>	<ul style="list-style-type: none"> • Word Processor 	<ul style="list-style-type: none"> • Collaborative Writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.		
<p>LA.2.W.3 Write personal or fictional narratives that retell two or more appropriately sequenced events.</p> <p>a. Include relevant details about characters and settings.</p> <p>b. Use time order words to signal a sequence of events.</p> <p>c. Provide a sense of closure.</p>	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing Narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - 15 Story examples with suggestions for student writing.
<p>LA.2.W.4 Express an opinion and provide supporting reasons.</p> <p>a. Introduce a topic or text.</p> <p>b. State an opinion and provide reasons to support the opinion.</p> <p>c. Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • 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>LA.2.W.5 Write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <p>a. Introduce a topic or text.</p> <p>b. Develop a topic with facts, details, and definitions.</p> <p>c. Use words and phrases related to the topic. d. Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • 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 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>LA.2.W.6 Locate information from provided sources to answer questions about a topic.</p> <p>a. Retell information from provided sources to support ideas while avoiding plagiarism.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines <i>continued</i>.		
b. Identify print and digital tools to gather information and ideas and answer questions.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge 	<ul style="list-style-type: none"> Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> All on the Same Earth The Bee's Secret
c. Sort evidence and information into categories.	<ul style="list-style-type: none"> Book: The Birds, the Beast, and the Bat Sort 	
d. Demonstrate academic integrity by referencing sources in writing and speaking.		
e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).		<ul style="list-style-type: none"> Digital Citizenship.pdf: Elements of digital citizenship.
SPEAKING AND LISTENING		
Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.		
LA.2.SL.1 Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts. a. Ask pertinent questions to acquire or confirm information.		<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
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	<ul style="list-style-type: none"> Books: Noise? What Noise?; Courage to Learn 	
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.		<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

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS 2021

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings <i>continued</i> .		
d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).		<ul style="list-style-type: none"> Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Ball Toss Activity
e. Complete a task following multi-step directions.	While interacting with Waterford, children listen to and follow multi-step directions.	
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.		
<p>LA.2.SL.2 Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <p>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.</p>		<ul style="list-style-type: none"> Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> Tell a Story Activity
b. Convey a personal perspective with clear reasons.		<ul style="list-style-type: none"> Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> Tell a Story Activity
c. Explain the purpose and credibility of information being presented.		<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
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	<ul style="list-style-type: none"> Books: Elephant Upstairs; David Next Door; Noise? What Noise? 	
e. Use appropriate visual and/or digital tools to support verbal communication.		<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

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

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).