

# CURRICULUM *Correlation*



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

# TABLE OF CONTENTS

<b>KINDERGARTEN</b> .....	<b>1</b>
Reading Foundations .....	1
Print Concepts .....	1
Phonological Awareness.....	2
Phonics.....	3
Fluency.....	4
Reading: Literature .....	4
Key Ideas and Textual Support .....	4
Structural Elements and Organization.....	5
Synthesis and Connection of Ideas .....	5
Reading: Nonfiction.....	6
Key Ideas and Textual Support .....	6
Structural Elements and Organization.....	6
Synthesis and Connection of Ideas .....	7
Reading: Vocabulary .....	7
Vocabulary Building .....	8
Vocabulary in Literature and Nonfiction Texts .....	8
Writing .....	9
Handwriting .....	9
Writing Genres: Argumentative, Informative, and Narrative .....	9
The Writing Process.....	10
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information.....	11
Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling.....	11
Speaking and Listening.....	12
Discussion and Collaboration .....	12
Comprehension.....	13
Presentation of Knowledge of Ideas .....	14
Media Literacy.....	14

<b>GRADE 1</b> .....	<b>15</b>
Reading: Foundations .....	15
Print Concepts .....	15
Phonological Awareness.....	16
Phonics.....	17
Fluency.....	18
Reading: Literature .....	18
Key Ideas and Textual Support .....	19
Structural Elements and Organization.....	19
Synthesis and Connection of Ideas .....	20
Reading: Nonfiction.....	20
Key Ideas and Textual Support .....	20
Structural Elements and Organization.....	21
Synthesis and Connection of Ideas .....	22
Reading: Vocabulary .....	22
Vocabulary Building.....	22
Vocabulary in Literature and Nonfiction Texts.....	23
Writing .....	24
Handwriting.....	24
Writing Genres: Argumentative, Informative, and Narrative .....	24
The Writing Process.....	25
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information.....	25
Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling.....	25
Speaking and Listening.....	27
Discussion and Collaboration .....	27
Comprehension.....	28
Presentation of Knowledge of Ideas .....	28
Media Literacy.....	29

# TABLE OF CONTENTS

<b>GRADE 2</b> .....	<b>30</b>
Reading: Foundations .....	30
Print Concepts .....	30
Phonological Awareness .....	31
Phonics .....	32
Fluency .....	33
Reading: Literature .....	33
Key Ideas and Textual Support .....	34
Structural Elements and Organization .....	34
Synthesis and Connection of Ideas .....	35
Reading: Nonfiction .....	35
Key Ideas and Textual Support .....	35
Structural Elements and Organization .....	36
Synthesis and Connection of Ideas .....	37
Reading: Vocabulary .....	37
Vocabulary Building .....	37
Vocabulary in Literature and Nonfiction Texts .....	38
Writing .....	39
Handwriting .....	39
Writing Genres: Argumentative, Informative, and Narrative .....	39
The Writing Process .....	40
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information .....	40
Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling .....	41
Speaking and Listening .....	43
Discussion and Collaboration .....	43
Comprehension .....	44
Presentation of Knowledge of Ideas .....	44
Media Literacy .....	45

<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> .....	<b>46</b>
---	-----------

<b>WATERFORD FAMILY ENGAGEMENT RESOURCES</b> .....	<b>48</b>
--	-----------

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>Reading Foundations</b>		
<b>Learning Outcome</b>		
K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.	Waterford’s Instructional Strands for Literacy are aligned with the Five Essential Components of Reading identified by the National Reading Panel.	
<b>Print Concepts</b>		
K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page.                             <ul style="list-style-type: none"> <li>- Print Directionality</li> </ul> </li> </ul>
K.RF.2.2: Recognize that written words are made up of sequences of letters.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>- Map Text to Speech 1</li> <li>- Map Text to Speech 2</li> </ul> </li> </ul>
K.RF.2.3: Recognize that words are combined to form sentences.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Print Concepts</li> <li>• Look, Listen and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding spaces in print.pdf: Understand that words are separated by spaces in print.                             <ul style="list-style-type: none"> <li>- Print Concepts</li> </ul> </li> </ul>
K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Alphabet Review</li> <li>• Alphabet Introduction</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Letter Trace</li> <li>• Similarities and Differences in Letters</li> <li>• Coloring Game</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lower case letters.pdf: Recognize and name all upper and lowercase letters of the alphabet.                             <ul style="list-style-type: none"> <li>- Writing Practice</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonological Awareness</b>		
K.RF.3.1: Identify and produce rhyming words.	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- Down by the Bay</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul>
K.RF.3.2: Orally pronounce, blend, and segment words into syllables.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> <li>• Blending</li> <li>• Find the Picture</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blending Dragon</li> <li>• Blend Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
K.RF.3.4: Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Final Sound</li> <li>• Where is the Sound?</li> <li>• Stick 'n' Spell</li> <li>• Right Initial Sound</li> <li>• Right Final Sound</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Segmenting</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>
K.RF.3.5: Add, delete, or substitute sounds to change one-syllable words.	<ul style="list-style-type: none"> <li>• Phoneme Eliminator</li> <li>• One, Two, Three Sounds</li> <li>• Circus Clown Climbers</li> <li>• Letter Sounds Deletion</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> </ul>	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics</b>		
<p>K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).</p>	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Letter Sound Screening</li> <li>• Name that Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> </ul>
<p>K.RF.4.2: Blend consonant-vowel-consonant (CVC) sounds to make words .</p>	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending Riddles</li> <li>• Blending</li> <li>• Phoneme Segmentation</li> <li>• Find the Picture</li> <li>• Blend Every Sound</li> <li>• Blending Dragon</li> <li>• Blend Individual Phonemes</li> </ul>	
<p>K.RF.4.3: Recognize the long and short sounds for the five major vowels .</p>	<ul style="list-style-type: none"> <li>• Vowel Songs: Apples and Bananas; Old MacDonald’s Vowel Song</li> <li>• Letter Sound Songs</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.                             <ul style="list-style-type: none"> <li>- Phonics and Word Recognition</li> <li>- Long and Short Vowel Cards</li> </ul> </li> </ul>
<p>K.RF.4.4: Read common high-frequency words by sight (e.g., a, my).</p>	<ul style="list-style-type: none"> <li>• Power Words</li> <li>• Decodable Books</li> <li>• Read with Me Books (See titles at end of document.)</li> </ul>	
<p>K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.</p>	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Rhyme</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> <li>• Blending</li> <li>• Blend Onset/Rime</li> </ul>	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics <i>continued</i></b>		
<p>K.RF.4.6 Standard begins at first grade. <i>1.RF.4.6: Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</i></p>	<ul style="list-style-type: none"> <li>Songs: Plural Nouns; It Happened Yesterday; Large, Larger, Largest</li> </ul>	
<b>Fluency</b>		
<p>K.RF.5: Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.</p>	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>
<b>Reading: Literature</b>		
<b>Learning Outcome</b>		
<p>K.RL.1: Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Group reading activities.pdf: All activities, provide opportunities for engagement in group reading.                             <ul style="list-style-type: none"> <li>Key details</li> <li>Story retelling</li> <li>Identify story elements</li> <li>Types of text</li> <li>Author and illustrator</li> <li>Relationship between picture and story</li> <li>Compare and contrast</li> </ul> </li> </ul>
<b>Key Ideas and Textual Support</b>		
<p>K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.</p>	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Sum Up: Five Ws</li> <li>Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>Key details.pdf: With prompting and support, ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>49 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
<p>K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.</p>	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story retelling.pdf: With prompting and support, retell familiar stories, including key details.                             <ul style="list-style-type: none"> <li>11 stories with discussion ideas to build comprehension</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Key Ideas and Textual Support <i>continued</i></b>		
K.RL.2.3: Identify important elements of the text (e.g., characters, settings, or events).	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story.                             <ul style="list-style-type: none"> <li>- 21 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
K.RL.2.4: Make predictions about what will happen in a story.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> </ul>	
<b>Structural Elements and Organization</b>		
K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<ul style="list-style-type: none"> <li>• Picture Story</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems).                             <ul style="list-style-type: none"> <li>- Lost Socks</li> <li>- Lumpy Mush</li> <li>- Three Little Kittens</li> <li>- The Alligator in the Library</li> <li>- Garden Visitors</li> <li>- Traditional Tales, book PDFs</li> </ul> </li> </ul>
K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story.	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"> <li>• 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"> <li>- 3 stories with comprehension strategies</li> </ul> </li> </ul>
<b>Synthesis and Connection of Ideas</b>		
K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear.                             <ul style="list-style-type: none"> <li>- 31 stories with various strategies such as Peek at the Story and Use Clues to Guess</li> </ul> </li> </ul>
K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- My Super Sticky Sandwich and Lumpy Mush</li> <li>- Lost Socks and Play Ball</li> <li>- At Camp and Family Vacation</li> </ul> </li> </ul>



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading: Nonfiction</b>		
<b>Learning Outcome</b>		
K.RN.1: Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Group reading activities.pdf: All activities, provide opportunities for engagement in group reading.                             <ul style="list-style-type: none"> <li>- Key details</li> <li>- Story retelling</li> <li>- Identify story elements</li> <li>- Types of text</li> <li>- Author and illustrator</li> <li>- Relationship between picture and story</li> <li>- Compare and contrast</li> </ul> </li> </ul>
<b>Key Ideas and Textual Support</b>		
K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story.                             <ul style="list-style-type: none"> <li>- 21 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
K.RN.2.2: With support, retell the main idea and key details of a text.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• Describe Characters</li> <li>• Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Seeing Fingers</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
K.RN.2.3: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.</li> </ul>
<b>Structural Elements and Organization</b>		
K.RN.3.1: Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.	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"> <li>• 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"> <li>- Fawn Eyes</li> <li>- What Is a Cloud?</li> <li>- A Story In the Snow</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Structural Elements and Organization</b> <i>continued</i>		
K.RN.3.2: Recognize that a nonfiction text can be structured to describe a topic.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Information vs. Story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.</li> </ul>
K.RN.3.3 Standard begins at second grade. <i>2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.</i>		<ul style="list-style-type: none"> <li>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"> <li>Great White Bird</li> <li>The Pizza Book</li> <li>The Piñata Book</li> <li>The Talking Lizard</li> <li>The Courage to Learn</li> <li>The Bee's Secret</li> <li>Reaching Above</li> </ul> </li> </ul>
<b>Synthesis and Connection of Ideas</b>		
K.RN.4.1: With support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text.</li> </ul>
K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Garden Visitors and Creepy Crawlers; Seeing Fingers and Louis Braille</li> </ul>	<ul style="list-style-type: none"> <li>Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic.</li> </ul>
K.RN.4.3 Standard begins at sixth grade. <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>		<ul style="list-style-type: none"> <li>Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic.</li> </ul>
<b>Reading: Vocabulary</b>		
<b>Learning Outcome</b>		
K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary Building</b>		
<p>K.RV.2.1 Standard begins at first grade. <i>1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</i></p>	<ul style="list-style-type: none"> <li>Song: Rusty and Rosy’s Clues</li> </ul>	
<p>K.RV.2.2: Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).</p>	<ul style="list-style-type: none"> <li>Song: All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Object Sort</li> </ul> </li> </ul>
<p>K.RV.2.3 Standard begins at sixth grade. <i>6.RV.2.3: Distinguish among the connotations of words with similar denotations.</i></p>	<ul style="list-style-type: none"> <li>Song: Synonym Tree</li> </ul>	
<p>K.RV.2.4: Recognize frequently occurring inflections (e.g., look, looks).</p>	<ul style="list-style-type: none"> <li>Songs: More Than One; Put it at the Front; Put it at the End</li> <li>Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Affixes and Inflections</li> </ul> </li> </ul>
<p>K.RV.2.5 Standard begins at second grade. <i>2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</i></p>	<ul style="list-style-type: none"> <li>Song: Reading Detective: Build Knowledge</li> </ul>	
<b>Vocabulary in Literature and Nonfiction Texts</b>		
<p>K.RV.3.1: With support, ask and answer questions about unknown words in stories, poems, or songs.</p>	<p>Waterford online books feature 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"> <li>Vocabulary</li> </ul>	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary in Literature and Nonfiction Texts <i>continued</i></b>		
K.RV.3.2: With support, ask and answer questions about unknown words in a nonfiction text.	Waterford online books feature bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration. <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	
K.RV.3.3 Standard begins at third grade. <i>3.RV.3.3: Recognize the meanings of idioms in context.</i>		
<b>Writing</b>		
<b>Learning Outcome</b>		
K.W.1: Write for specific purposes and audiences.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
<b>Handwriting</b>		
K.W.2.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Letter Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Printing upper and lowercase.pdf: Print many upper and lowercase letters.                             <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting s</li> </ul> </li> </ul>
K.W.2.2: Write by moving from left to right and top to bottom.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page.                             <ul style="list-style-type: none"> <li>- Print Directionality</li> </ul> </li> </ul>
<b>Writing Genres: Argumentative, Informative, and Narrative</b>		
K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.		<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).                             <ul style="list-style-type: none"> <li>- Write With Me</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Writing Genres: Argumentative, Informative, and Narrative <i>continued</i></b>		
K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.		<ul style="list-style-type: none"> <li>• 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"> <li>- Fawn Eyes</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.		<ul style="list-style-type: none"> <li>• 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"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>
<b>The Writing Process</b>		
K.W.4.1a: Apply the writing process to– With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).		<ul style="list-style-type: none"> <li>• 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"> <li>- Family Vacation Creative Writing</li> </ul> </li> </ul>
K.W.4.1b: Use available technology to produce and publish writing.	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.	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>		
<p>K.W.5.1a: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade—appropriate texts, personal experiences, or people as sources of information on a topic.</p>	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Andy's Adventures</li> <li>- At Camp</li> <li>- I Go...</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>		
<p>K.W.6.1: Demonstrate command of English grammar and usage, focusing on: K.W.6.1a: Nouns/Pronouns—Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).</p>	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; What Is a Sentence?; Pronouns</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Sentences</li> </ul>	
<p>K.W.6.1b: Verbs—Writing sentences that include verbs.</p>	<ul style="list-style-type: none"> <li>• Songs: Verbs; What Is a Sentence?</li> <li>• Verbs</li> <li>• Sentences</li> </ul>	
<p>K.W.6.1c Adjectives/ Adverbs – Standard begins at second grade. <i>2.W.6.1c: Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs.</i></p>	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Adverbs</li> </ul>	
<p>K.W.6.1d Prepositions – Standard begins at fourth grade. <i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p>	<ul style="list-style-type: none"> <li>• Song: Preposition Cat</li> </ul>	
<p>K.W.6.1e: Usage—Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).</p>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities.                             <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling <i>continued</i></b>		
K.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on: K.W.6.2a: Capitalization—Capitalizing the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I.                             <ul style="list-style-type: none"> <li>- I Like Kites Punctuation</li> </ul> </li> </ul>
K.W.6.2b: Punctuation—Recognizing and naming end punctuation.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation.pdf: Recognize and name end punctuation.                             <ul style="list-style-type: none"> <li>- I Like Kites Punctuation</li> </ul> </li> </ul>
K.W.6.2c: Spelling—Spelling simple words phonetically, drawing on phonemic awareness.	<ul style="list-style-type: none"> <li>• Stick 'n' Spell</li> </ul>	<ul style="list-style-type: none"> <li>• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
<b>Speaking and Listening</b>		
<b>Learning Outcome</b>		
K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.		<ul style="list-style-type: none"> <li>• Speaking and listening.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
<b>Discussion and Collaboration</b>		
K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		<ul style="list-style-type: none"> <li>• Speaking and listening.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
K.SL.2.2 Standard begins in third grade. <i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>		
K.SL.2.3: Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Discussion and Collaboration <i>continued</i></b>		
K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.		<ul style="list-style-type: none"> <li>• 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"> <li>- My Super Sticky Sandwich</li> <li>- Ooey, Goey Mud</li> <li>- The Alligator in the Library</li> <li>- Lost Socks</li> <li>- Moving Day</li> <li>- Mine</li> </ul> </li> </ul>
K.SL.2.5: Continue a conversation through multiple exchanges.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
<b>Comprehension</b>		
K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- My Super Sticky Sandwich</li> <li>- Ooey, Goey Mud</li> <li>- The Alligator in the Library</li> <li>- Lost Socks</li> <li>- Moving Day</li> <li>- Mine</li> </ul> </li> </ul>
K.SL.3.2: Ask appropriate questions about what a speaker says.		<ul style="list-style-type: none"> <li>• Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.                             <ul style="list-style-type: none"> <li>- Ask and Answer Activity</li> </ul> </li> </ul>



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Presentation of Knowledge of Ideas</b>		
K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.		<ul style="list-style-type: none"> <li>Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.                             <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>
K.SL.4.2 Standard begins in first grade. <i>1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</i>	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
K.SL.4.3: Give, restate, and follow simple two-step directions.	Students interacting with Waterford often follow multi-step directions.	
<b>Media Literacy</b>		
<b>Learning Outcome</b>		
K.ML.1: Recognize various types of media.	Waterford delivers instruction in a variety of media types such as videos, online books, and manipulative activities with game-like graphics.	
<b>Media Literacy</b>		
K.ML.2.1: Recognize common signs and logos and identify commercials or advertisements.	<ul style="list-style-type: none"> <li>Words in Your World</li> </ul>	
K.ML.2.2 Standard begins in fifth grade. <i>5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</i>		

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1</b>		
<b>Reading: Foundations</b>		
<b>Learning Outcome</b>		
1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	Waterford’s Instructional Strands for Literacy are aligned with the Five Essential Components of Reading identified by the National Reading Panel.	
<b>Print Concepts</b>		
1.RF.2.1: Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion.	
1.RF.2.2 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>- Map Text to Speech 1</li> <li>- Map Text to Speech 2</li> </ul> </li> </ul>
1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?, Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence features.pdf: Recognize the distinguishing features of a sentence.                             <ul style="list-style-type: none"> <li>- Sentence Strips</li> <li>- Language Concepts</li> </ul> </li> </ul>
1.RF.2.4: Learn and apply knowledge of alphabetical order.	<ul style="list-style-type: none"> <li>• ABC Order</li> <li>• Alphabetic Order</li> </ul>	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonological Awareness</b>		
1.RF.3.1 Produce rhyming words.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Right Final Sound</li> <li>• Final Sound</li> </ul>	
1.RF.3.2: Blend sounds, including consonant blends, to produce single and multi-syllable words.	<ul style="list-style-type: none"> <li>• Songs: Consonants Together; Compound Words</li> <li>• Blends</li> <li>• Blending</li> <li>• Blend/Onset Rime Sounds</li> <li>• Blending Riddles</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Stick 'n' Spell</li> <li>• Blending Dragon</li> <li>• Blend Phonemes</li> </ul>	
1.RF.3.3: Orally blend sounds in words.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blending Dragon</li> <li>• Blend Phonemes</li> </ul>	
1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Final Sound</li> <li>• Final Sound</li> <li>• Where Is the Sound?</li> <li>• Blending Riddles</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>- Segmenting: First Phoneme</li> <li>- Segmenting: Last Phoneme</li> <li>- Phoneme Categorization</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>
1.RF.3.5: Segment the individual sounds in one-syllable words.	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> <li>• Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.                             <ul style="list-style-type: none"> <li>- Counting Individual Phonemes</li> <li>- Phoneme Segmentation</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics</b>		
<p>1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.)</p>	<ul style="list-style-type: none"> <li>• Songs: Consonants Together; Vowels; Blends: Consonants Together; Side by Side; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where is a Whale?; Bossy Mr. R</li> <li>• Letter Sound</li> <li>• Name that Sound</li> <li>• Sound Room</li> <li>• Pattern Hunt</li> <li>• Letter Sound Screening</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <li>- Consonant Blending: -ck, cl-, spl-</li> <li>- Pattern Word Blending: -uff</li> <li>- Pattern Word Blending: -ash</li> <li>- Sounds Fun!</li> </ul> </li> </ul>
<p>1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.</p>	<ul style="list-style-type: none"> <li>• Songs: Consonants Together; Vowels Side by Side; Sneaky Magic E; C and G; Key Words</li> <li>• Word Work: Three Syllable Types; Four Syllable Types; Five Syllable Types; Six Syllable Types</li> <li>• Word Mastery</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Word Construction</li> <li>• Key Word Screening</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Readable books and letter patterns</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Digraphs:-tch, ch</li> <li>- Pattern Word Games</li> <li>- Reading Tricks</li> <li>- Word Building Activity</li> <li>- Letter Cards</li> <li>- Key Word Cards</li> </ul> </li> </ul>
<p>1.RF.4.3: Apply knowledge of final—e and common vowel teams (vowel digraphs) for representing long vowel sounds.</p>	<ul style="list-style-type: none"> <li>• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Key Word</li> <li>• Word Construction</li> <li>• Word Pattern</li> <li>• Key Word Screening</li> <li>• Word Mastery</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Level Two Scope and Sequence of Skills</li> <li>- Pattern Word Building</li> <li>- Word Study Introduction</li> <li>- Spelling</li> </ul> </li> </ul>
<p>1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).</p>	<ul style="list-style-type: none"> <li>• Word Mastery</li> <li>• Power Words</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Rascal Presents a Word</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Say, Spell, Write</li> <li>- Power Word Cards</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics <i>continued</i></b>		
1.RF.4.5: Read words in common word families (e.g., -at, -ate).	<ul style="list-style-type: none"> <li>• Pattern Hunt</li> <li>• Word Pattern</li> <li>• Word Mastery</li> <li>• Key Word Match</li> <li>• Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Readable Books/Letter Patterns</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Digraphs:-tch, ch</li> <li>- Pattern Word Games</li> <li>- Reading Tricks</li> <li>- Word Building Activity</li> <li>- Letter Cards</li> <li>- Key Word Cards</li> </ul> </li> </ul>
1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).	<ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More than One; Put It at the End; Let's Compare;</li> <li>• The Three Sounds of -ED; Contraction Action</li> <li>• Compound Words</li> <li>• Past Tense Verbs</li> <li>• Key Word Screening</li> <li>• Contractions</li> <li>• Double the Fun</li> <li>• Plural Nouns</li> <li>• Comparatives</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Inflectional endings.pdf: Read words with inflectional endings.                             <ul style="list-style-type: none"> <li>- Pattern Word Building: Double the Letter</li> <li>- Language Concept: Plural Nouns</li> <li>- Verbs.pdf: Use verbs to convey a sense of past, present, and future.</li> </ul> </li> </ul>
<b>Fluency</b>		
1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> <li>• Expression Instruction: Quotations; Questions; Pauses; Phrases; Exclamations</li> <li>• Read-Along Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
<b>Reading: Literature</b>		
<b>Learning Outcome</b>		
1.RL.1: With support, read and comprehend literature that is grade-level appropriate.	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Read-Along Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Key Ideas and Textual Support</b>		
1.RL.2.1: Ask and answer questions about main idea and key details in a text.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Sum Up: 5 Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: Ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the story.pdf: Describe characters, settings, and major events in a story, using key details.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> </ul> </li> </ul>
1.RL.2.4: Make and confirm predictions about what will happen next in a story.	<ul style="list-style-type: none"> <li>• Song: Reading Detective: (Peek at the Story/ Check My Guess)</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	
<b>Structural Elements and Organization</b>		
1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<ul style="list-style-type: none"> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	
1.RL.3.2: Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Who is telling the story.pdf: Identify who is telling the story at various points in a text.                             <ul style="list-style-type: none"> <li>- The Brothers</li> <li>- The City Mouse and the Country Mouse</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Synthesis and Connection of Ideas</b>		
1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• Describe Characters</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the story.pdf: Use illustrations and details in a story to describe its characters, setting, or events.                             <ul style="list-style-type: none"> <li>- The Gingerbread Man</li> <li>- The Little Red Hen</li> <li>- The City Mouse and the Country Mouse</li> <li>- The Brothers</li> </ul> </li> </ul>
1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories.                             <ul style="list-style-type: none"> <li>- The City Mouse and the Country Mouse</li> </ul> </li> </ul>
<b>Reading: Nonfiction</b>		
<b>Learning Outcome</b>		
1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Informational reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1.                             <ul style="list-style-type: none"> <li>- Water is All Around</li> <li>- Animal Bodies</li> <li>- I Wish I Had Ears Like a Bat</li> <li>- I Want to Be a Scientist Like Jane Goodall</li> <li>- I Want to Be a Scientist Like George Washington Carver</li> <li>- I Want to Be a Scientist Like George and Wilbur Wright</li> </ul> </li> </ul>
<b>Key Ideas and Textual Support</b>		
1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	Key details_1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>- Water is All Around</li> <li>- Animal Bodies</li> <li>- I Wish I Had Ears Like a Bat</li> <li>- I Want to Be a Scientist Like Jane Goodall</li> <li>- I Want to Be a Scientist Like George Washington Carver</li> <li>- I Want to Be a Scientist Like George and Wilbur Wright</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Key Ideas and Textual Support <i>continued</i></b>		
1.RN.2.2: Retell main ideas and key details of a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the main topic.pdf: Identify the main topic and retell key details of a text.                             <ul style="list-style-type: none"> <li>Water is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to Be a Scientist Like Jane Goodall</li> <li>I Want to Be a Scientist Like George Washington Carver</li> <li>I Want to Be a Scientist Like George and Wilbur Wright</li> </ul> </li> </ul>
1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>Informational Books: Seeing Fingers and Louis Braille; That’s What I Like: A Book About Seasons and Whatever the Weather; I Want to Be a Scientist Like Wilbur and Orville Wright and Inventions All Around</li> </ul>	<ul style="list-style-type: none"> <li>Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text.                             <ul style="list-style-type: none"> <li>Making Connections: I Want to be a Scientist Like...</li> </ul> </li> </ul>
<b>Structural Elements and Organization</b>		
1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	<ul style="list-style-type: none"> <li>Song: Reading Detective: Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>How to Grow a Garden</li> </ul> </li> </ul>
1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                             <ul style="list-style-type: none"> <li>Text Type Activity—Narrative Text</li> <li>Text Type Activity—Informational Text</li> <li>How to Grow a Garden</li> </ul> </li> </ul>
1.RN.3.3 Standard begins at second grade. 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Synthesis and Connection of Ideas</b>		
1.RN.4.1: Identify the reasons the author gives to support points in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic.</li> </ul>
1.RN.4.3 Standard begins at sixth grade. <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>		<ul style="list-style-type: none"> <li>Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures.                             <ul style="list-style-type: none"> <li>Story Variations Activity</li> </ul> </li> </ul>
<b>Reading: Vocabulary</b>		
<b>Learning Outcome</b>		
1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
<b>Vocabulary Building</b>		
1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	<ul style="list-style-type: none"> <li>Song: Look for a Clue</li> <li>Rusty and Rosy's Clues</li> <li>Use a Clue</li> </ul>	<ul style="list-style-type: none"> <li>Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.                             <ul style="list-style-type: none"> <li>Can Matilda Get the Cheese?</li> <li>What Is in the Tree?</li> <li>Will You Play with Me?</li> </ul> </li> </ul>
1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).	<ul style="list-style-type: none"> <li>Book: The Birds, the Beasts, and the Bat</li> <li>Sort</li> <li>Opposites</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Sorting Objects</li> </ul> </li> </ul>
1.RV.2.3 Standard begins at sixth grade. <i>6.RV.2.3: Distinguish among the connotations of words with similar denotations.</i>	<ul style="list-style-type: none"> <li>Song: Synonym Tree</li> </ul>	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary Building <i>continued</i></b>		
1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	<ul style="list-style-type: none"> <li>• Songs: More Than One; Double the Fun; Put It at the Front; Put It at the End; Tricky Y to I</li> <li>• Double the Fun</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>• Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>
1.RV.2.5 Standard begins at second grade. <i>2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</i>	<ul style="list-style-type: none"> <li>• Reading Detective: Build Vocabulary</li> </ul>	
<b>Vocabulary in Literature and Nonfiction Texts</b>		
1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Lizard and the Painted Rock</li> <li>- The Big Mitten</li> <li>- City Mouse and Country Mouse</li> <li>- La Tortuga</li> <li>- The Shoemaker and the Elves</li> <li>- The Brothers</li> <li>- The Ugly Duckling</li> </ul> </li> </ul>
1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration. <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.                             <ul style="list-style-type: none"> <li>- Animal Bodies</li> <li>- Star Pictures</li> </ul> </li> </ul>
1.RV.3.3 Standard begins at third grade. <i>3.RV.3.3: Recognize the meanings of idioms in context.</i>		

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Writing</b>		
Learning Outcome		
1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
<b>Handwriting</b>		
1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Letter Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Print all upper and lowercase letters.pdf: Print all upper—and lowercase letters.                             <ul style="list-style-type: none"> <li>- Letter Picture Handwriting</li> </ul> </li> </ul>
1.W.2.2 Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion.	
<b>Writing Genres: Argumentative, Informative, and Narrative</b>		
1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.		<ul style="list-style-type: none"> <li>• 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"> <li>- Opinion Writing Activities</li> </ul> </li> </ul>
1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.		<ul style="list-style-type: none"> <li>• 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"> <li>- Topical Writing Activities</li> </ul> </li> </ul>
1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.		<ul style="list-style-type: none"> <li>• 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"> <li>- Narrative Writing Activities</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>The Writing Process</b>		
<p>1.W.4.1a: Apply the writing process to- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.</p>	<ul style="list-style-type: none"> <li>• Prewrite: Mapping; Word Bank</li> <li>• Edit: Capitals, Punctuation; End Punctuation; Commas; Spelling; Tricky Spelling</li> <li>• Revise: Add Details; Start Sentences Differently; Use Interesting Words; Stick to the Topic; Delete Extra Words</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul>
<p>1.W.4.1b: Apply the writing process to- Use available technology to publish legible documents.</p>	<ul style="list-style-type: none"> <li>• Play and Practice: Word Processor</li> </ul>	
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>		
<p>1.W.5.1a: With support, conduct simple research on a topic. Identify several sources of information and indicate the sources. Make informal presentations on information gathered.</p>		<p>Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions).</p> <ul style="list-style-type: none"> <li>- The Writing Process (including Proofreading Chart)</li> </ul>
<p>1.W.5.1b: With support, conduct simple research on a topic. Organize information, using graphic organizers or other aids.</p>	<ul style="list-style-type: none"> <li>• Mapping</li> <li>• Word Bank</li> </ul>	
<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>		
<p>1.W.6.1: Demonstrate command of English grammar and usage, focusing on: 1.W.6.1a: Nouns/Pronouns—Writing sentences that include common and proper nouns and personal pronouns.</p>	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Pronouns</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns.pdf: Use common, proper, and possessive nouns.                             <ul style="list-style-type: none"> <li>- Skill Builder Song: “Nouns”</li> <li>- Nouns</li> </ul> </li> <li>• Pronouns.pdf: Use personal, possessive, and indefinite pronouns.                             <ul style="list-style-type: none"> <li>- Pronouns</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling <i>continued</i></b>		
1.W.6.1b: Verbs—Writing sentences using verbs to convey a sense of past, present, and future.	<ul style="list-style-type: none"> <li>• Songs: Verbs; It Happened Yesterday</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs.pdf: Use verbs to convey a sense of past, present, and future.                             <ul style="list-style-type: none"> <li>- Verbs</li> </ul> </li> </ul>
1.W.6.1c Adjectives/ Adverbs - Standard begins at second grade. 2.W.6.1c: <i>Adjectives/ Adverbs - Writing sentences that use adjectives and adverbs.</i>	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified.                             <ul style="list-style-type: none"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs and Adjectives</li> <li>- Adjectives</li> <li>- Adverbs</li> </ul> </li> </ul>
1.W.6.1d Prepositions - Standard begins at fourth grade. 4.W.6.1d: <i>Prepositions - Writing sentences that include prepositions, explaining their functions in the sentence.</i>	<ul style="list-style-type: none"> <li>• Song: Preposition Cat</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> </ul>
1.W.6.1e: Usage—Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?; Sentence Marks</li> <li>• Sentences Practice</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.                             <ul style="list-style-type: none"> <li>- Types of Sentences</li> <li>- Skill Builder Song</li> </ul> </li> </ul>
1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on: 1.W.6.2a: Capitalization—Capitalizing the first word of a sentence, dates, names of people, and the pronoun I	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Capital Letters (Proper Nouns); Capital Letter (Days); Capital Letter (Places)</li> <li>• Sentences</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize the dates and names of people.                             <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling <i>continued</i></b>		
<p>1.W.6.2b: Punctuation— Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series</p>	<ul style="list-style-type: none"> <li>• Songs: Comma, Comma, Comma (In a Series); What Is a Sentence?; Sentence Marks</li> <li>• Edit Commas</li> <li>• Sentence Marks</li> <li>• Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation.pdf: Use end punctuation for sentences.                             <ul style="list-style-type: none"> <li>- What’s My Sentence?</li> <li>- A Closer Look</li> <li>- Sentence Strips</li> <li>- Punctuation</li> <li>- Sentences</li> </ul> </li> <li>• Commas.pdf: Use commas in dates and to separate single words in a series.                             <ul style="list-style-type: none"> <li>- Commas</li> </ul> </li> </ul>
<p>1.W.6.2c: Spelling— Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade—appropriate high-frequency words.</p>	<ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Word Pattern Spelling</li> <li>• Spelling Scramble</li> <li>• All-Star Spelling</li> <li>• Spell and Blend</li> <li>• Edit Spelling</li> <li>• Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                             <ul style="list-style-type: none"> <li>- Spelling by Sound Activity</li> </ul> </li> </ul>
<b>Speaking and Listening</b>		
<b>Learning Outcome</b>		
<p>1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>		<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
<b>Discussion and Collaboration</b>		
<p>1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>		<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Discussion and Collaboration <i>continued</i></b>		
1.SL.2.2 Standard begins in third grade. <i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>		
1.SL.2.3: Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.		<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.		<ul style="list-style-type: none"> <li>• Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
1.SL.2.5: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
<b>Comprehension</b>		
1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Sum Up: Five Ws</li> <li>• Ask a Question</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood.		<ul style="list-style-type: none"> <li>• Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.                             <ul style="list-style-type: none"> <li>- Ask and Answer Activity</li> </ul> </li> </ul>
<b>Presentation of Knowledge of Ideas</b>		
1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	<ul style="list-style-type: none"> <li>• Books: Poetry Book 1 and 2</li> <li>• Memorization Skills</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Picture Story (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Presentation of Knowledge of Ideas</b> <i>continued</i>		
1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> </ul>
1.SL.4.3: Give and follow three and four-step directions.	While interacting with Waterford, children listen to and follow multi-step directions.	
<b>Media Literacy</b>		
<b>Learning Outcome</b>		
1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul>	
<b>Media Literacy</b>		
<b>Recognize the purposes of media and the ways in which media can have influences</b>		
1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.		<ul style="list-style-type: none"> <li>• Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
1.ML.2.2 Standard begins in fifth grade. <i>5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</i>		



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 2</b>		
<b>Reading: Foundations</b>		
<b>Learning Outcome</b>		
2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	Waterford’s Instructional Strands for Literacy are aligned with the Five Essential Components of Reading identified by the National Reading Panel.	
<b>Print Concepts</b>		
2.RF.2.1: Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Extensive instruction on the organization and basic features of print, combined with frequent review, encourages students to build upon previous learning.	<ul style="list-style-type: none"> <li>Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page.                             <ul style="list-style-type: none"> <li>Print Directionality</li> </ul> </li> </ul>
2.RF.2.2: Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2: Recognize that written words are made up of sequences of letters.	Waterford delivers extensive instruction on the organization and basic features of print. With frequent review, students are encouraged to build upon previous learning.	<ul style="list-style-type: none"> <li>Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>Map Text to Speech 1</li> <li>Map Text to Speech 2</li> </ul> </li> </ul>
2.RF.2.3: Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Look, Listen, and Match</li> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I.                             <ul style="list-style-type: none"> <li>“I Like Kites” Punctuation</li> </ul> </li> </ul>
2.RF.2.4: Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.	<ul style="list-style-type: none"> <li>ABC Order</li> <li>Alphabetic Order</li> </ul>	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonological Awareness</b>		
<p>2.RF.3.1: Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1: Identify and produce rhyming words.</p>	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- "Down by the Bay"</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul>
<p>2.RF.3.2: Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2: Blend sounds, including consonant blends, to produce single and multi-syllable words.</p>	<ul style="list-style-type: none"> <li>• Spell and Blend</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Blending Onset/Rime</li> <li>- Phoneme Blending</li> <li>- Sound Sense Bingo Cards</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>
<p>2.RF.3.3: Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.</p>	<ul style="list-style-type: none"> <li>• Letter Sound Eliminator</li> <li>• Phoneme Eliminator</li> <li>• Letter Sound Deletion</li> <li>• One, Two, Three Sounds</li> <li>• Circus Clown Climbers</li> </ul>	
<p>2.RF.3.4: Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.</p>	<ul style="list-style-type: none"> <li>• Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Segmenting</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>
<p>2.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5: Segment the individual sounds in one-syllable words.</p>	<ul style="list-style-type: none"> <li>• Where is the Sound?</li> <li>• One, Two, Three Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Segmenting</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics</b>		
<p>2.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.</p> <p>1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.)</p>	<ul style="list-style-type: none"> <li>• Songs: C-K Rap; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip Chop; Where is a Whale?; Consonants Together; Vowels Side by Side; Bossy Mr. R</li> <li>• Word Mastery</li> <li>• Word Mastery Games</li> <li>• Pattern Hunt</li> <li>• Spell and Blend</li> <li>• Word Pattern Spelling</li> <li>• Word Blending</li> <li>• Letter Sound Screening</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <li>- Level Two Scope and Sequence of Skills</li> <li>- Consonant Blending: -ck, cl-, spl-</li> <li>- Pattern Word Blending: -uff</li> <li>- Pattern Word Blending: -ash</li> <li>- Sounds Fun!</li> </ul> </li> </ul>
<p>2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.</p>	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E; C and G; Key Words</li> <li>• Word Work: Three Syllable Types; Four Syllable Types; Five Syllable Types; Six Syllable Types</li> <li>• Word Mastery</li> <li>• Key Words</li> <li>• Word Construction</li> <li>• Word Patterns</li> </ul>	
<p>2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>• Song: Vowels Side by Side</li> <li>• Sort: Three sounds of ea (short e, long e, &amp; long a); Long a; Long e; ey/ie; ea/ei /eigh; Short vowel/magic e review</li> <li>• Word Work</li> </ul>	<ul style="list-style-type: none"> <li>• Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Lessons 1: /ā/; /ō/; /ī/; /ū/</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
<p>2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).</p>	<ul style="list-style-type: none"> <li>• Word Recognition</li> <li>• Automatic Word Recognition</li> <li>• Power Words</li> <li>• Read-Along Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Word Work</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Lesson 1: /ī/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /f/</li> <li>- Lesson 4: Irregular Plurals</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics <i>continued</i></b>		
2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).	<ul style="list-style-type: none"> <li>• Word Pattern</li> <li>• Word Work</li> <li>• Word Recognition</li> <li>• Read-Along Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	
2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten’s, sisters’), and compound words.	<ul style="list-style-type: none"> <li>• Songs: More Than One; Drop Magic E; Put It at the End; Put It at the Front; Tricky Y to I; Double the Fun; Contraction Action; Apostrophe Pig; Compound Words</li> <li>• Change Y to I</li> <li>• Automatic Word Recognition</li> <li>• Comparatives</li> <li>• Suffixes</li> <li>• Prefixes</li> <li>• Word Work</li> </ul>	
<b>Fluency</b>		
2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> <li>• Expression: Quotations; Questions; Pauses; Phrases; Exclamations</li> <li>• Read-Along Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                         <ul style="list-style-type: none"> <li>- 30 Readable Books/Fluency Comprehension and Speed Titles</li> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
<b>Reading: Literature</b>		
<b>Learning Outcome</b>		
2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Reading Check.pdf: Read on-level text with purpose and understanding.                         <ul style="list-style-type: none"> <li>- 30 Comprehension Discussion Activities</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Key Ideas and Textual Support</b>		
2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	<ul style="list-style-type: none"> <li>• Map the Story</li> <li>• Sum Up: 5 Ws</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- 52 Online books with suggested discussion questions to demonstrate comprehension.</li> </ul> </li> </ul>
2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• Read-Along Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Why Wind and Water Fight</li> <li>- How Rivers Began</li> <li>- The Snow Lion</li> <li>- The Story of Tong and Mai Nhia</li> </ul> </li> </ul>
2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges.                             <ul style="list-style-type: none"> <li>- What If You Were an Octopus?</li> <li>- Why Wind and Water Fight</li> </ul> </li> </ul>
2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	<ul style="list-style-type: none"> <li>• Song: Reading Detective (Peek at the Story/ Check My Guess)</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	
<b>Structural Elements and Organization</b>		
2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Sum Up: Remember Order</li> <li>• Map the Story</li> </ul>	
2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.                             <ul style="list-style-type: none"> <li>- Story Structure Activity</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Synthesis and Connection of Ideas</b>		
2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                             <ul style="list-style-type: none"> <li>- 27 Stories with suggested discussion questions provided to build comprehension</li> </ul> </li> </ul>
2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Traditional Tales</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures.                             <ul style="list-style-type: none"> <li>- Story Variations Activity</li> </ul> </li> </ul>
<b>Reading: Nonfiction</b>		
<b>Learning Outcome</b>		
2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	
<b>Key Ideas and Textual Support</b>		
2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Build Knowledge</li> <li>• Map the Story</li> </ul>	
2.RN.2.2: Identify the main idea of a multi-paragraph text and the topic of each paragraph.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Great White Bird</li> <li>- The Talking Lizard</li> <li>- Winter Snoozers</li> <li>- The Courage to Learn</li> <li>- The Bee’s Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Key Ideas and Textual Support <i>continued</i></b>		
<p>2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.</p>	<ul style="list-style-type: none"> <li>• Build Knowledge: The Pizza Book; The Piñata Book</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Louis Braille</li> <li>- Reaching Above</li> <li>- The Courage to Learn</li> <li>- Discovering Dinosaurs</li> </ul> </li> </ul>
<b>Structural Elements and Organization</b>		
<p>2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.</p>	<ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Books: Sound; Inventions All Around</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- How to Grow a Garden</li> </ul> </li> </ul>
<p>2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.</p>	<ul style="list-style-type: none"> <li>• Books: The Pizza Book; The Piñata Book; Inventions All Around</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Information versus story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.</li> </ul>
<p>2.RN.3.3: Identify what the author wants the reader to answer, explain, or describe in the text.</p>	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Great White Bird</li> <li>- The Pizza Book</li> <li>- The Piñata Book</li> <li>- The Talking Lizard</li> <li>- The Courage to Learn</li> <li>- The Bee’s Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Synthesis and Connection of Ideas</b>		
2.RN.4.1: Describe how an author uses facts to support specific points in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Seeing Fingers and Louis Braille; Creepy Crawlers and Garden Visitors</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic.                             <ul style="list-style-type: none"> <li>Venn Diagram Activity: Penguins and Falcons</li> </ul> </li> </ul>
2.RN.4.3 Standard begins at sixth grade. <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>		<ul style="list-style-type: none"> <li>Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures.                             <ul style="list-style-type: none"> <li>Story Variations Activity</li> </ul> </li> </ul>
<b>Reading: Vocabulary</b>		
<b>Learning Outcome</b>		
2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>Using words learned through everyday use.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</li> </ul>
<b>Vocabulary Building</b>		
2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	<ul style="list-style-type: none"> <li>Song: Look for a Clue</li> <li>Rusty and Rosy's Clues</li> <li>Use a Clue</li> </ul>	<ul style="list-style-type: none"> <li>Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.                             <ul style="list-style-type: none"> <li>Can Matilda Get the Cheese?</li> <li>What Is in the Tree?</li> <li>Will You Play with Me?</li> </ul> </li> </ul>
2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Antonym Ant</li> <li>Synonyms</li> <li>Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs.                             <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> </ul>



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary Building <i>continued</i></b>		
2.RV.2.3 Standard begins at sixth grade. 6.RV.2.3: <i>Distinguish among the connotations of words with similar denotations.</i>	<ul style="list-style-type: none"> <li>Song: Synonym Tree</li> </ul>	<ul style="list-style-type: none"> <li>Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs.                             <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> </ul>
2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	<ul style="list-style-type: none"> <li>Songs: Put It at the Front, Let’s Compare, Put It at the End</li> <li>Prefixes</li> <li>Comparatives</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Comparatives</li> <li>Prefixes</li> <li>Suffixes</li> </ul> </li> </ul>
2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<ul style="list-style-type: none"> <li>Song: Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Vocabulary Dictionary</li> </ul> </li> </ul>
<b>Vocabulary in Literature and Nonfiction Texts</b>		
2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> <li>Books: Bad News Shoes; I Hate Peas; Lumpy Mush; Movin’ to the Music; Poetry Books 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.                             <ul style="list-style-type: none"> <li>Poetry Book 1 and 2</li> <li>Bad News Shoes</li> <li>Movin’ to the Music Time</li> <li>Winter Snoozers</li> </ul> </li> </ul>
2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration. <ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Find the meaning of a word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.                             <ul style="list-style-type: none"> <li>Vocabulary Match: Islands and Volcanoes</li> <li>Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
2.RV.3.3 Standard begins at third grade. 3.RV.3.3: <i>Recognize the meanings of idioms in context.</i>		

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Writing</b>		
Learning Outcome		
<p>2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p>	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor</li> <li>• Prewrite: Mapping, Word Bank</li> <li>• First Draft</li> <li>• Edit: Spelling, Tricky Spelling, Punctuation, Capitals, End Punctuation, Commas</li> <li>• Revise: Start Sentences Differently, Delete Extra Words, Add Details, Use Interesting Words, Stick to the Topic</li> </ul>	
<b>Handwriting</b>		
<p>2.W.2.1: Write legibly by forming letters correctly and spacing words and sentences properly.</p>	<p>All writing activities provide an opportunity for students to produce grade-appropriate text using legible writing.</p>	
<p>2.W.2.2: Students are expected to build upon and continue applying concepts learned previously. K.W.2.2: Write by moving from left to right and top to bottom.</p>	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion.</p>	
<b>Writing Genres: Argumentative, Informative, and Narrative</b>		
<p>2.W.3.1: Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.</p>		<ul style="list-style-type: none"> <li>• 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"> <li>- Bad News Shoes</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul> </li> </ul>
<p>2.W.3.2: Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p>		<ul style="list-style-type: none"> <li>• 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"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Writing Genres: Argumentative, Informative, and Narrative <i>continued</i></b>		
<p>2.W.3.3 Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"> <li>a. Include a beginning.</li> <li>b. Use temporal words to signal event order (e.g., first of all).</li> <li>c. Provide details to describe actions, thoughts, and feelings.</li> <li>d. Provide an ending.</li> </ul>		<ul style="list-style-type: none"> <li>• 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"> <li>- 15 Narrative Story Examples</li> </ul> </li> </ul>
<b>The Writing Process</b>		
<p>2.W.4: Apply the writing process to—</p> <ul style="list-style-type: none"> <li>a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</li> <li>b. Use available technology to publish legible documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Prewrite: Mapping, Word Bank</li> <li>• Edit: Spelling, Tricky Spelling, Punctuation, Capitals, End Punctuation, Commas</li> <li>• Revise: Start Sentences Differently; Delete Extra Words; Add Details; Use Interesting Words; Stick to the Topic</li> <li>• Spell and Blend</li> <li>• Word Processor</li> </ul>	
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>		
<p>2.W.5: With support, conduct short research on a topic.</p> <ul style="list-style-type: none"> <li>a. Find information on a topic of interest (e.g., cardinals).</li> <li>b. Identify various visual and text reference sources.</li> <li>c. Organize, summarize, and present the information, choosing from a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Prewrite: Mapping; Word Bank</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>		
<p>2.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p> <p>2.W.6.1a: Nouns/Pronouns— Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<ul style="list-style-type: none"> <li>• Songs: Nouns; Strange Spelling; More Than One; Pronouns</li> <li>• Book: Moose are not Meese</li> <li>• Plural Nouns</li> <li>• Irregular Plurals</li> <li>• Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns.                             <ul style="list-style-type: none"> <li>- Moose are Not Meese</li> <li>- Plural Nouns</li> </ul> </li> </ul>
<p>2.W.6.1b: Verbs— Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p>	<ul style="list-style-type: none"> <li>• Songs: Irregular Verbs; More About Verbs; Verbs</li> <li>• Irregular Verbs</li> <li>• Nonaction Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs.                             <ul style="list-style-type: none"> <li>- Writing about the Past Activity</li> <li>- Irregular Verbs</li> </ul> </li> </ul>
<p>2.W.6.1c: Adjectives/ Adverbs— Writing sentences that use adjectives and adverbs.</p>	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Adverbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified.                             <ul style="list-style-type: none"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs, and Adjectives</li> <li>- Adjectives</li> <li>- Adverbs</li> </ul> </li> </ul>
<p>2.W.6.1d Prepositions – Standard begins at fourth grade. 4.W.6.1d Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</p>	<ul style="list-style-type: none"> <li>• Song: Preposition Cat</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> </ul>
<p>2.W.6.1e: Usage—Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Revise: Start Sentences Differently</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences.                             <ul style="list-style-type: none"> <li>- Change the Sentence</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling <i>continued</i></b>		
<p>2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>2.W.6.2a: Capitalization— Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns; Days; Places; Titles)</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize holidays, product names, and geographic names.                             <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> </ul>
<p>2.W.6.2b: Punctuation— Correctly using a period, question mark, or exclamation mark at the end of a sentence.</p> <p>Using an apostrophe to form contractions and singular possessive nouns.</p> <p>Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>	<ul style="list-style-type: none"> <li>• Songs: Comma, Comma, Comma (In a Letter)(In a Series); Sentence Marks; Contraction Action</li> <li>• Edit Punctuation</li> <li>• Sentence Marks</li> <li>• Edit Commas</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation.pdf: Use end punctuation for sentences.                             <ul style="list-style-type: none"> <li>- A Closer Look</li> <li>- What’s My Sentence?</li> <li>- Sentence Strips</li> <li>- Punctuation</li> <li>- Sentences</li> </ul> </li> </ul>
<p>2.W.6.2c: Spelling—</p> <p>a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</p> <p>b Generalizing learned spelling patterns (e.g., word families) when writing words.</p> <p>c. Correctly spelling common irregularly—spelled grade-appropriate high frequency words.</p>	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R, Vowels Side by Side, Silent Letters</li> <li>• All Star Spelling</li> <li>• Power Words</li> <li>• Word Work</li> <li>• Spelling Exploration</li> <li>• Spell and Blend</li> <li>• Word Pattern Spelling</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>• Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words.                             <ul style="list-style-type: none"> <li>- 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</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Speaking and Listening</b>		
<b>Learning Outcome</b>		
2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
<b>Discussion and Collaboration</b>		
2.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
2.SL.2.2 Standard begins in third grade. <i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>		
2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.		<ul style="list-style-type: none"> <li>• Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Comprehension</b>		
2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.		<ul style="list-style-type: none"> <li>• Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>- 30 Readable Books/Fluency Comprehension and Speed Titles</li> <li>- Turtle’s Pond</li> </ul> </li> </ul>
2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.		<ul style="list-style-type: none"> <li>• 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"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
<b>Presentation of Knowledge of Ideas</b>		
2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace. people, places, things, and events.		<ul style="list-style-type: none"> <li>• Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                             <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>
2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> <li>• 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"> <li>- Visual Aids and Recording Activity</li> </ul> </li> </ul>
2.SL.4.3: Give and follow multistep directions.	While interacting with Waterford, children listen to and follow multi-step directions.	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Media Literacy</b>		
Learning Outcome		
2.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> </ul>	
<b>Media Literacy</b>		
2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	<ul style="list-style-type: none"> <li>Build Knowledge</li> <li>Sing Around the World Songs</li> </ul>	
2.ML.2.2 Standard begins in fifth grade. 5.ML.2.2: <i>Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.</i>		



## 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](http://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).