

# CURRICULUM *Correlation*



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

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IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>Foundational Reading Skills Strand K.FR-</b>		
<b>Print Concepts (PC) 3</b>		
1. Demonstrate understanding of the basic features of print. 1a. Locate a printed word on a page.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	
1b. Recognize that spoken words are represented in written language by specific 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>
1c. Know that print (not pictures) is what we read, and text holds meaning.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Words Tell About the Pictures</li> </ul>	
1d. Follow words from left to right with return sweep at the end of each line.	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>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Following 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>
1e. Read left to right, top to bottom, and page by page.	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>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Following 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>
1f. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>Print Concepts</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>
1g. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Capital Letters; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Edit Capitals</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>

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<b>Print Concepts (PC) 3 <i>continued</i></b>		
1h. Identify and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction</li> <li>• Letter Match</li> <li>• Pick the Letter</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>
<b>Phonemic Awareness (PA)</b>		
2. Demonstrate understanding of spoken words, syllables, and sounds. 2a. Identify and 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>• Rhyming Words</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>
2b. Count, pronounce, blend, delete, and segment syllables in spoken words.	<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>
2c. Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Find the Picture</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>

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<b>Phonemic Awareness (PA) <i>continued</i></b>		
2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken three-phoneme (consonant-vowel-consonant, or CVC) words and say the resulting word (Note: This does not include CVCs ending with /l/, /r/, or /x/.)	<ul style="list-style-type: none"> <li>Initial Sounds</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where Is the Sound?</li> <li>Stick 'n' Spell</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>
2e. Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> <li>Circus Clown Climbers</li> <li>One, Two, Three Sounds</li> <li>Barnyard Bash</li> <li>Change One Sound</li> <li>Phoneme Substitution</li> </ul>	
<b>Phonics and Decoding (PH)</b>		
3. Use knowledge of grade-level phonics and word analysis skills in decoding words. 3a. Demonstrate knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant letter.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> <li>Where Is the Sound?</li> </ul>	
3b. Associate the long and short sounds for the five major vowel letters.	<ul style="list-style-type: none"> <li>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> </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>
3c. Read common high-frequency words with automaticity by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<ul style="list-style-type: none"> <li>Decodable Books</li> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Power Words</li> </ul>	

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<b>Phonics and Decoding (PH) <i>continued</i></b>		
3d. Distinguish between similarly spelled CVC words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>Circus Clown Climbers</li> <li>One, Two, Three Sounds</li> <li>Barnyard Bash</li> <li>Change One Sound</li> <li>Choose a Sound</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Name That Letter Sound</li> <li>Where Is the Sound?</li> </ul>	
<b>Reading Comprehension Strand K.RC-</b>		
<b>Text Complexity (TC)</b>		
1. (Text Complexity begins in grade 2.)		
<b>Volume of Reading to Build Knowledge (V)</b>		
2. Regularly engage in listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.	<ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Decodable Books</li> <li>Read-Along Books</li> <li>Informational Books</li> <li>(See titles at end of document.)</li> </ul>	
<b>Textual Evidence (TE)</b>		
3. Ask and answer questions about key details in texts heard.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>Key Details Narrative.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>
<b>Reading Fluency (RF)</b>		
4. Read emergent-reader texts (e.g., rhymes, songs, simple poems) with purpose and understanding.	<ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Decodable Books</li> <li>Read-Along Books</li> <li>Informational Books</li> <li>(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>A Mat</li> <li>Lil</li> <li>Nan and the Ham</li> <li>The Hat</li> <li>Decodable Books to print</li> </ul> </li> </ul>

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<b>Literature (L)</b>		
5. With support, use evidence from literature read aloud to demonstrate understanding of grade-level texts. 5a. Retell key details of familiar stories, poems, and nursery rhymes heard.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> <li>Look at Details</li> <li>Picture Clues</li> <li>What Comes Next?</li> <li>Read With Me 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>
5b. Describe the connection between characters, settings, and major events in stories heard.		<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. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> <li>Think With Me</li> <li>Growing Flowers</li> </ul> </li> </ul>
5c. Identify the front cover, back cover, and title page of stories.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> <li>Fawn Eyes</li> <li>What Is a Cloud?</li> <li>Legs</li> </ul> </li> </ul>
5d. Define the roles of authors and illustrators in presenting the ideas or information in stories.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<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>
5e. Compare and contrast the adventures or experiences of characters in familiar stories heard.	<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>

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<b>Nonfiction Text (NF)</b>		
6. With support, use evidence from nonfiction works read aloud to demonstrate of grade-level texts. 6a. Retell key details of texts heard.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> <li>Look at Details</li> <li>Picture Clues</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>
6b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard.	<ul style="list-style-type: none"> <li>Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm</li> <li>Connect to Me</li> <li>Build Knowledge</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.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> <li>Think With Me</li> <li>Growing Flowers</li> </ul> </li> </ul>
6c. Identify the front cover, back cover, and title page of nonfiction texts.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a book.pdf: Identify the front cover, back cover, and title page of a book.                             <ul style="list-style-type: none"> <li>Fawn Eyes</li> <li>What Is a Cloud?</li> <li>Legs</li> </ul> </li> </ul>
6d. Identify the reasons authors give to support points in texts heard.	<ul style="list-style-type: none"> <li>Book: What Is a Cloud?</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.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> <li>Think With Me</li> </ul> </li> </ul>
6e. Identify basic similarities in and differences between two texts heard 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: With prompting and support, identify basic similarities in and differences between two texts on the same topic.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> <li>Growing Flowers</li> <li>Think With Me</li> </ul> </li> </ul>



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<b>Vocabulary Development Strand K.VD-</b>		
<b>Word Building (WB)</b>		
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. 1a. Ask and answer questions about unknown words in a 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>Unknown Words.pdf: Ask and answer questions about unknown words in a text. <ul style="list-style-type: none"> <li>What Does It Mean?</li> <li>Picture This</li> <li>I See...I Wonder</li> <li>Guess the Covered Word</li> </ul> </li> </ul>
1b. Identify new meanings for familiar words and apply them accurately (e.g., discovering the verb “roll” is also a noun).	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>Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> <li>One Word, Two Meanings</li> </ul> </li> </ul>
2. With support, explore word relationships and nuances in word meanings. 2a. Sort common objects into categories (e.g., foods, size) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> <li>Sort</li> <li>Make Comparisons</li> <li>Look at Details</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>
2b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.	<ul style="list-style-type: none"> <li>Songs: Verbs; Adjectives Describe; Synonym Tree; Antonym Ant</li> <li>Book: Opposites</li> <li>Opposites</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> <li>Guess the Opposite</li> </ul> </li> </ul>
2c. Distinguish shades of meaning among verbs describing the general action (e.g., walk, march, strut, prance).	<ul style="list-style-type: none"> <li>Songs: Verbs; Synonym Tree</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> <li>Shades-of-Meaning Charades</li> </ul> </li> </ul>
2d. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Readable Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). <ul style="list-style-type: none"> <li>Make Connections</li> </ul> </li> </ul>

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<b>Academic Vocabulary (AV)</b>		
3. With support, use words and phrases acquired through conversations, reading, and listening to texts.	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.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <ul style="list-style-type: none"> <li>In the Rain</li> <li>José Three</li> </ul> </li> </ul>
<b>Research Strand K.RS-</b>		
<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>		
1. (Inquiry process begins in grade 1.)		
<b>Deep Reading on Topics to Build Knowledge (DR)</b>		
2. Listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>Sing a Rhyme Songs/Books</li> <li>Traditional Tales</li> <li>Informational Books (See titles at end of document.)</li> </ul>	
<b>Writing Strand K.W-</b>		
<b>Range of Writing (RW)</b>		
1. Routinely write or dictate writing for a range of tasks, purposes, and audiences.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<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...).</li> <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.</li> <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.</li> </ul>

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<b>Handwriting and Keyboarding (HWK)</b>		
2. Print all uppercase and lowercase letters of the alphabet. Write left to right and top to bottom with appropriate spaces between letters.	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>Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> <li>Letter Picture Handwriting (Aa-Zz)</li> </ul> </li> </ul>
3. (Keyboarding skills begin in grade 3.)		
<b>Oral and Digital Communications Strand K.ODC-</b>		
<b>Oral Communications (OC)</b>		
1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for discussions; listening to others and taking turns speaking through at least two exchanges.		<ul style="list-style-type: none"> <li>Speaking and Listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>Taking Turns</li> </ul> </li> <li>Conversation Building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> <li>Taking Turns</li> </ul> </li> </ul>
2. With support, confirm understanding of a text read aloud or information presented orally by asking and answering questions.		<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>
3. With support, ask and answer 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>

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<b>Oral Communications (OC) <i>continued</i></b>		
4. Describe familiar people, places, things, and events with support.	<ul style="list-style-type: none"> <li>Look At Details</li> </ul>	<ul style="list-style-type: none"> <li>Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>
<b>Digital Communications (DC)</b>		
5. (Digital Communications begin in grade 3.)		
<b>Grammar and Conventions Strand K.GC-</b>		
<b>Grammar and Usage (GU)</b>		
1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. 1a. Form regular plural nouns orally by adding 's' or 'es' sound.	<ul style="list-style-type: none"> <li>Songs: Nouns; More Than One</li> <li>Nouns</li> <li>Plural Nouns</li> </ul>	
1b. Use interrogatives to ask questions in full sentences (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> </ul>	
1c. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> <li>Song: Preposition Song</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>
1d. Produce and expand complete sentences in shared language activities.	<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>
<b>Mechanics (M)</b>		
2. Recognize and name 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>
3. Spell words phonetically, drawing on knowledge of sound-letter relationships.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Name That Letter Sound</li> <li>Choose a Sound</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>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1</b>		
<b>Foundational Reading Skills Strand 1.FR-</b>		
<b>Phonemic Awareness (PA)</b>		
2. Demonstrate understanding of spoken words, syllables, and sounds. 2a. Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse</li> </ul>	<ul style="list-style-type: none"> <li>Long vs. Short Vowel Sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Long and Short Vowel Cards</li> </ul> </li> </ul>
2b. Orally produce single-syllable words by blending sounds, including consonant blends.	<ul style="list-style-type: none"> <li>Song: Consonants Together</li> <li>Blend Phonemes</li> <li>Blend Onset/Rime Sounds</li> <li>Blending</li> <li>Blend Every Sound (Phonemes)</li> <li>Blending Dragon</li> <li>Blending Riddles</li> <li>Word Blending</li> <li>Find the Picture</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> </ul> </li> </ul>
2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Letter Sound</li> <li>Say and Trace</li> <li>Sound Room</li> <li>Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>Form Words by Blending Sounds.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>
2d. Delete initial and final sounds in spoken single syllable words and say the resulting word.	<ul style="list-style-type: none"> <li>Letter Sounds Deletion</li> <li>Letter Sound Eliminator</li> <li>Phoneme Eliminator</li> </ul>	

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonemic Awareness (PA) <i>continued</i></b>		
2e. Segment and blend sequences of individual sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Blending</li> <li>Blend Every Sound (Phonemes)</li> <li>Word Blending</li> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. <ul style="list-style-type: none"> <li>Segmenting</li> <li>Which Word?</li> <li>What's My Name?</li> <li>Sound Sorting</li> <li>Win the Card</li> <li>No First Sound</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>
<b>Phonics and Decoding (PH)</b>		
<p>3. Use knowledge of grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<ul style="list-style-type: none"> <li>Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows</li> <li>Blend Phonemes</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>
3b. Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>Songs: Consonants Together; Sneaky Magic E; C and G; Key Words</li> <li>Word Mastery</li> <li>Letter Sound</li> <li>Name That Sound</li> <li>Key Word Match</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Word Construction</li> <li>Word Pattern Spelling</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound Correspondences.pdf.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> <li>Unit Worksheets</li> </ul> </li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics and Decoding (PH) <i>continued</i></b>		
3c. Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe).	<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>Word Construction</li> <li>Word Pattern</li> <li>Pattern Hunt</li> <li>Word Blending</li> <li>Word Mastery Games</li> <li>Mystery Words</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>Pattern Word Building</li> <li>Word Study Introduction</li> <li>Spelling</li> </ul> </li> </ul>
3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Syllables</li> <li>Syllable Safari</li> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Relationship of Vowel to Syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> <li>Syllable Segmentation</li> </ul> </li> </ul>
3e. Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation.	<ul style="list-style-type: none"> <li>Books: Bertie; Cory's Horn; My Shark</li> <li>Build r-Controlled Syllable Words</li> <li>Identify r-Controlled Vowel Words</li> </ul>	
3f. Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> <li>Decode Syllable Words: CVC; Open; Open &amp; Closed; Consonant+le; Multisyllabic</li> <li>Decode Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>Two Syllable Letter Patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> <li>Reading Trick: Key Word Match; Pattern Hunt; Mystery Word</li> </ul> </li> </ul>
3g. Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est).	<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; The Three Sounds of -ED</li> <li>Suffixes</li> <li>Comparatives</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> </ul> </li> </ul>
3h. Recognize and read grade-appropriate irregularly spelled words (e.g., what, said, have).	<ul style="list-style-type: none"> <li>Readable Books</li> <li>Traditional Tales (See titles at end of document.)</li> <li>Word Mastery</li> <li>Power Words</li> <li>Spelling Scramble</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>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Comprehension Strand 1.RC-</b>		
<b>Text Complexity (TC)</b>		
1. (Text Complexity begins in grade 2.)		
<b>Volume of Reading to Build Knowledge (V)</b>		
2. Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Vocabulary</li> </ul>	
<b>Textual Evidence (TE)</b>		
3. Ask and answer questions about key details in texts heard or read.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Ask a Question</li> <li>• Sum Up: Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details Narrative.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>
<b>Reading Fluency (RF)</b>		
4. Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency 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>Literature (L)</b>		
5. Use evidence from literature to demonstrate understanding of grade-level texts. 5a. Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</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>
5b. Describe the connection between characters, settings, and major events in stories heard, using key details.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the Story 2.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>



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<b>Literature (L) <i>continued</i></b>		
5c. Describe major differences between books that tell stories and books that give information.	<ul style="list-style-type: none"> <li>Traditional Tales</li> <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 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>
5d. Describe who is telling stories heard or read at various points in texts.	<ul style="list-style-type: none"> <li>Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves</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>Who Is the Speaker?</li> <li>The Brothers</li> <li>The City Mouse and the Country Mouse</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
5e. Compare and contrast the adventures or experiences of characters in stories heard.	<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>Nonfiction Text (NF)</b>		
6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 6a. Retell key details of texts that demonstrate understanding of the main topics of texts heard or read.	<ul style="list-style-type: none"> <li>Recall Details</li> <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 Wilbur and Orville Wright</li> </ul> </li> </ul>
6b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard or read.	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Compare Characters</li> <li>Build Knowledge</li> <li>Recall Details</li> <li>Informational Books (See titles at end of document.)</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 Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> </ul> </li> </ul>

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<b>Nonfiction Text (NF) <i>continued</i></b>		
6c. Know and use various text features (e.g., table of contents, headings, glossaries, icons, index) to locate information in a text.	<ul style="list-style-type: none"> <li>Reading Detective (Build Vocabulary)</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>
6d. Identify the reasons authors give to support points in texts heard or read.	<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 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>
6e. Identify basic similarities in and differences between two texts heard or read on the same topic.	<ul style="list-style-type: none"> <li>Books: Creepy Crawlers and Garden Visitors; Louis Braille and Seeing Fingers</li> <li>Informational Books (See titles at end of document.)</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. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> <li>Growing Flowers</li> </ul> </li> </ul>
<b>Vocabulary Development Strand 1.VD-</b>		
<b>Word Building (WB)</b>		
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies: 1a. 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>Books: Animal Bodies; Star Pictures</li> <li>Use a Clue</li> <li>Rusty and Rosy's Clues</li> <li>Readable Books (See titles at end of document.)</li> <li>Word Patterns</li> <li>Pattern Hunt</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Meaning of Words and Phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> <li>Animal Bodies</li> <li>Star Pictures</li> </ul> </li> </ul>
1b. Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> <li>Books: Animal Bodies; Star Pictures</li> <li>Use a Clue</li> <li>Rusty and Rosy's Clues</li> <li>Readable Books (See titles at end of document.)</li> <li>Word Patterns</li> <li>Pattern Hunt</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>
1c. Use frequently occurring affixes (e.g., re-, un-, pre-, -ful, -less) as clues to the nuance they add to known words.	<ul style="list-style-type: none"> <li>Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End</li> <li>Double the Fun</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Cluing Off 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>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Word Building (WB) continued</i>		
1d. Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es).	<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; The Three Sounds of -ED</li> <li>Suffixes</li> <li>Comparatives</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> </ul> </li> </ul>
1e. Identify frequently encountered root words (e.g., help) and use the roots as clues to the meaning of the full word (e.g., helper, helpful).	<ul style="list-style-type: none"> <li>Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words</li> <li>Comparatives</li> <li>Prefixes</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>
1f. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal).	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Combining Known Individual Words.pdf: Use knowledge of the meaning of individual words to predict the meaning of compound words. <ul style="list-style-type: none"> <li>Compound Word Game</li> </ul> </li> </ul>
2. With support, explore word relationships and nuances in word meanings. 2a. Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water).	<ul style="list-style-type: none"> <li>Book: The Birds, the Beast, and the Bat</li> <li>Sort</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>
2b. Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms.	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Adjectives Describe; Verbs; Antonym Ant</li> <li>Synonyms</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> <li>Guess the Opposite</li> </ul> </li> </ul>
2c. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings.	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Adjectives Describe; Verbs</li> <li>Synonyms</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish Meaning Among Verbs.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> <li>Shades of Meaning: Verbs and Adjectives</li> </ul> </li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Word Building (WB) <i>continued</i></b>		
2d. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>Traditional Tales</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>The City and the 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>
<b>Academic Vocabulary (AV)</b>		
3. With support as needed, acquire and use general academic and content-specific words gained through conversations, reading, and listening to texts.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
<b>Research Strand 1.RS-</b>		
<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>		
1. With support, conduct simple research tasks to take some action or make informal presentations by identifying information from classroom experiences or provided sources (including read alouds) and organizing information, recorded in words or pictures, using graphic organizers or other aids.		<ul style="list-style-type: none"> <li>Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> <li>All on the Same Earth</li> <li>The Bee's Secret</li> </ul> </li> </ul>
<b>Deep Reading on Topics to Build Knowledge (DR)</b>		
2. Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Traditional Tales</li> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> <li>Vocabulary</li> </ul>	

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<b>Writing Strand 1.W-</b>		
<b>Range of Writing (RW)</b>		
1. Routinely write or dictate writing for a range of tasks, purposes, and audiences (e.g., expressing a view or preference, supplying some information about the topic, stories that recount an event or tell a story).	<ul style="list-style-type: none"> <li>Play and Practice: Word Processor</li> </ul>	<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> <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> <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>
<b>Handwriting and Keyboarding (HWK)</b>		
2. Print legibly and space words appropriately when writing a complete sentence.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	<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>
3. (Keyboarding skills begin in grade 3.)		
<b>Oral and Digital Communications Strand 1.ODC-</b>		
<b>Oral Communications (OC)</b>		
1. Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion.		<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> <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>

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<b>Oral Communications (OC) <i>continued</i></b>		
2. 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>Ask a Question</li> <li>Recall Details</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Key Details Narrative.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Anansi and the Seven Yarn Hills</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
3. Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> <li>Ask a Question</li> </ul>	<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>
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		<ul style="list-style-type: none"> <li>Use Relevant Details to Express Ideas and Feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> <li>Ask and Answer Activity</li> </ul> </li> </ul>
<b>Digital Communications (DC)</b>		
5. (Digital Communications begin in grade 3.)		
<b>Grammar and Conventions Strand 1.GC-</b>		
<b>Grammar and Usage (GU)</b>		
1. Demonstrate command of the conventions English grammar and usage when writing and/or speaking. 1a. Use subject-verb agreement in simple sentences.	<ul style="list-style-type: none"> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> <li>Plural Nouns</li> <li>Verbs and Nouns</li> <li>Verb Endings</li> </ul> </li> </ul>
1b. Match single and plural nouns with matching verbs in simple sentences. (e.g., He hops; We hop).	<ul style="list-style-type: none"> <li>Songs: More Than One; Nouns; What Is a Sentence?</li> <li>Nouns</li> <li>Plural Nouns</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> <li>Plural Nouns</li> <li>Verbs and Nouns</li> <li>Verb Endings</li> </ul> </li> </ul>
1c. Form and use the simple verb tenses (past, present, and future) for regular verbs.	<ul style="list-style-type: none"> <li>Songs: It Happened Yesterday; Verbs</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>

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<b>Grammar and Usage (GU) <i>continued</i></b>		
1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	<ul style="list-style-type: none"> <li>Song: Pronouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> <li>Pronouns</li> </ul> </li> </ul>
1e. Use frequently occurring adjectives.	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>Who Am I?</li> <li>Adjectives</li> </ul> </li> </ul>
1f. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).	<ul style="list-style-type: none"> <li>Power Words</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>Conjunctions</li> </ul> </li> </ul>
1g. Use frequently occurring prepositions (e.g., to, during, under, in, with, at).	<ul style="list-style-type: none"> <li>Song: Preposition Song</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> <li>Preposition</li> </ul> </li> </ul>
1h. Produce and expand complete sentences in response to prompts.	<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>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>
<b>Mechanics (M)</b>		
2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. 2a. Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Name That Sentence Mark</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>A Closer Look</li> <li>What's My Sentence?</li> <li>Sentence Strips</li> <li>Punctuation</li> <li>Sentences</li> </ul> </li> </ul>
2b. Use commas in dates and to separate single words in a series.	<ul style="list-style-type: none"> <li>Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks</li> <li>Edit Commas</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <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>

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<b>Mechanics (M) <i>continued</i></b>		
2c. Capitalize the first word in a sentence, the first letter of student's name, 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>
3. Use knowledge of spelling in writing. 3a. Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words.	<ul style="list-style-type: none"> <li>Song: Double the Fun</li> <li>Double the Fun</li> <li>Word Pattern</li> <li>Spell and Blend</li> <li>Word Blending</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>/ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones</li> </ul> </li> </ul>
3b. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<ul style="list-style-type: none"> <li>Letter Sound</li> <li>Spelling Scramble</li> <li>Spell and Blend</li> <li>Word Blending</li> <li>Word Pattern</li> <li>Say and Trace</li> <li>Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Spell Untaught Spelling Words.pdf: spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.                             <ul style="list-style-type: none"> <li>Word Pattern Cards</li> <li>Key Word Cards</li> </ul> </li> </ul>
<b>GRADE 2</b>		
<b>Foundational Reading Skills Strand 2.FR-</b>		
<b>Phonemic Awareness (PA)</b>		
2. Demonstrate understanding of spoken words, syllables, and sounds. 2a. Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word "pat" and say the resulting word).	<ul style="list-style-type: none"> <li>Phoneme Substitution</li> </ul>	
2b. Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words.	<ul style="list-style-type: none"> <li>Letter Sound Deletion</li> <li>Letter Sound Eliminator</li> <li>Phoneme Eliminator</li> <li>Phoneme Substitution</li> <li>Change One Sound</li> <li>Circus Clown Climbers</li> </ul>	



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<b>Phonics and Decoding (PH)</b>		
<p>3. Use knowledge of grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).</p>	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Readable Word Play</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Spelling Exploration</li> <li>Spelling Instruction</li> <li>Spelling Game</li> <li>Word Recognition</li> <li>Spell and Blend</li> <li>Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound Correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <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> <li>Readable Check Sheets</li> </ul> </li> </ul>
<p>3b. Decode regularly spelled two-syllable words with long and short vowels.</p>	<ul style="list-style-type: none"> <li>Word Recognition</li> <li>Automatic Word Recognition</li> <li>Power Words</li> <li>Readable Books</li> <li>Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> <li>Fluency Check Sheets</li> </ul> </li> </ul>
<p>3c. Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less).</p>	<ul style="list-style-type: none"> <li>Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun</li> <li>Prefixes</li> <li>Suffixes</li> <li>Comparatives</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>Prefix and Suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> <li>Lesson 30: Prefixes and Suffixes</li> <li>Invent a Word: Prefixes</li> <li>Build a Word: Prefixes</li> <li>Past Tense Verb</li> <li>Prefixes</li> <li>Suffixes</li> </ul> </li> </ul>
<p>3d. Identify words with inconsistent but common spelling-sound correspondences.</p>	<ul style="list-style-type: none"> <li>Word Recognition</li> <li>Power Words</li> <li>Spelling</li> <li>Spelling Exploration</li> <li>All-Star Spelling</li> <li>Make and Spell</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent Words.pdf: Identify words with inconsistent but common spelling-sound correspondences. <ul style="list-style-type: none"> <li>Spelling and Sounds Activity</li> </ul> </li> </ul>
<p>3e. Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations.</p>	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books</li> <li>Readable Books (See titles at end of document.)</li> <li>Word Recognition</li> <li>Power Words</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>

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<b>Reading Comprehension Strand 2.RC-</b>		
<b>Text Complexity (TC)</b>		
1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 2–3 band.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Word Recognition</li> <li>• Vocabulary</li> <li>• Build Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Stories and Poetry.pdf: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <ul style="list-style-type: none"> <li>– Literature Exploration</li> <li>– Poetry Exploration</li> <li>– My Comprehension Checklist</li> <li>– Comprehension Dice Game</li> <li>– Five Finger Retell</li> <li>– Read, Stop, Look, Write</li> </ul> </li> </ul>
<b>Volume of Reading to Build Knowledge (V)</b>		
2. Regularly engage in reading and listening to a series of texts, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Vocabulary</li> <li>• Build Vocabulary</li> </ul>	
<b>Textual Evidence (TE)</b>		
3. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in grade-level texts heard or read.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Peek at the Story/Check My Guess</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 to practice strategies for understanding.</li> </ul> </li> </ul>
<b>Reading Fluency (RF)</b>		
4. Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings	<ul style="list-style-type: none"> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency 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>

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<b>Literature (L)</b>		
5. Use evidence from literature to demonstrate understanding grade-level texts. 5a. Identify the central message, lesson, or moral of stories (including fables and folktales) from diverse cultures heard or read.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books (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>The Snow Lion</li> <li>How Rivers Began</li> <li>The Story of Tong and Mai Nhia</li> </ul> </li> </ul>
5b. Describe how characters in stories heard or read respond to major events and challenges.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters: Why Wind and Water Fight</li> <li>Map the Story</li> <li>Sum Up: Five Ws</li> <li>Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>How are Characters Affected by Story Events .pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> <li>What if You Were an Octopus?</li> <li>Why Wind and Water Fight</li> </ul> </li> </ul>
5c. Describe the overall structure of stories heard or read, including identifying how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> <li>Map the Story</li> </ul>	
5d. Identify different perspectives of characters in stories heard or read.	<ul style="list-style-type: none"> <li>Books: Little Tree; Mine</li> </ul>	
5e. Compare and contrast two or more versions of the same story (heard or read) by different authors or from different cultures.		<ul style="list-style-type: none"> <li>Compare and Contrast Narrative.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. <ul style="list-style-type: none"> <li>Story Variations Activity</li> </ul> </li> </ul>
<b>Nonfiction Text (NF)</b>		
6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 6a. Identify the central idea of texts heard or read.	<ul style="list-style-type: none"> <li>Recall Details</li> <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 Wilbur and Orville Wright</li> </ul> </li> </ul>

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<b>Nonfiction Text (NF) <i>continued</i></b>		
6b. Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in texts.	<ul style="list-style-type: none"> <li>Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> <li>Build Knowledge</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>
6c. Describe the overall structure of nonfiction texts heard or read, including identifying how the beginning introduces information and the ending sums up the information.	<ul style="list-style-type: none"> <li>Song: Reading Detective</li> <li>Sum Up: Remember Order</li> <li>Map the Story</li> <li>Build Knowledge</li> </ul>	
6d. Describe how authors use facts and reasons to support specific points in texts.	<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>
6e. Compare and contrast the most important points presented in two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Louis Braille and Seeing Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast Informational.pdf: Compare and contrast the most important points presented by two texts on the same topic. <ul style="list-style-type: none"> <li>Venn Diagram Activity: Penguins and Falcons</li> </ul> </li> </ul>
<b>Vocabulary Development Strand 2.VD-</b>		
<b>Word Building (WB)</b>		
<p>1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.</p> <p>1a. Use sentence-level context as clues to the meaning of words or phrases.</p>	<ul style="list-style-type: none"> <li>Song: Use a Clue</li> <li>Picture Clues</li> <li>Words Tell About the Pictures</li> <li>Picture Story</li> <li>Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> <li>One Word, Two Meanings</li> </ul> </li> </ul>

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<b>Word Building (WB) <i>continued</i></b>		
1b. Determine the meaning of new words formed when known prefixes (e.g., safe/unsafe, like/dislike) and suffixes (e.g., beauty/beautiful, light/lightness) are added to a known word.	<ul style="list-style-type: none"> <li>Song: Put It at the Front; Key Words</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Adding Prefixes to Known Words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> <li>Invent a Word: Prefixes and Suffixes</li> <li>Build a Word: Prefixes and Suffixes</li> <li>Prefixes</li> </ul> </li> </ul>
1c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., pain/painful, help/helpless).	<ul style="list-style-type: none"> <li>Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words</li> <li>Comparatives</li> <li>Prefixes</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>
1d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., backpack, backyard; flashlight, lighthouse).	<ul style="list-style-type: none"> <li>Songs: Compound Words; Key Words</li> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Combining Known Individual Words.pdf: Use knowledge of the meaning of individual words to predict the meaning of compound words. <ul style="list-style-type: none"> <li>Compound Word Game</li> </ul> </li> </ul>
1e. Use glossaries and beginning dictionaries, print or digital, to clarify the meaning of words and phrases.	<ul style="list-style-type: none"> <li>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>
2. Determine how words and phrases provide meaning and nuance to texts. 2a. Identify real-life connections between words and their use (e.g., describe weather that is freezing or windy).	<ul style="list-style-type: none"> <li>Vocabulary: Introduction; Present; Definitions; Matching</li> <li>Song: Adjectives Describe</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Identify Real-Life Connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>Word Card Activity</li> </ul> </li> </ul>
2b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., hot, sizzling, blazing).	<ul style="list-style-type: none"> <li>Song: Synonym Tree</li> <li>Synonyms</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>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Word Building (WB) <i>continued</i></b>		
2c. Describe how words and phrases (e.g., rhymes, alliteration) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> <li>Books: Bad News Shoes; I Hate Peas; Movin' to the Music</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</li> <li>Poetry Book 2</li> <li>Bad News Shoes</li> <li>Movin' to the Music Time</li> <li>Winter Snoozers</li> </ul> </li> </ul>
<b>Academic Vocabulary (AV)</b>		
3. Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., When other kids are acting silly, that makes me feel giddy). Use these words in discussions and writing.	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p> <ul style="list-style-type: none"> <li>Songs: Adjectives Describe; Adverbs</li> <li>Adjectives</li> <li>Adverbs</li> </ul>	
<b>Research Strand 2.RS-</b>		
<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>		
1. With support as needed, conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources (including read alouds), and organizing information using graphic organizers or other aids.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> <li>Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question.                             <ul style="list-style-type: none"> <li>All on the Same Earth</li> <li>The Bee's Secret</li> </ul> </li> </ul>
<b>Deep Reading on Topics to Build Knowledge (DR)</b>		
2. Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	<ul style="list-style-type: none"> <li>Informational Books: I Want to Be a Scientist Like... Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like... Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> </ul>	<ul style="list-style-type: none"> <li>Reading with Understanding.pdf: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>

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<b>Writing Strand 2.W-</b>		
<b>Range of Writing (RW)</b>		
1. Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences. This could include reflections, descriptions, letters, and poetry, etc.	<ul style="list-style-type: none"> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</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 Story examples with suggestions for student writing.</li> </ul> </li> </ul>
2. Write arguments that express an opinion supported by details and reasons and provide a concluding sentence.	<ul style="list-style-type: none"> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<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>
3. Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence.	<ul style="list-style-type: none"> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<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>
4. Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences, and provide sense of closure.	<ul style="list-style-type: none"> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</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 Story examples with suggestions for student writing.</li> </ul> </li> </ul>
5. (Employing clear and coherent organizational structures begins in grade 3.)		

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Writing (RW) <i>continued</i></b>		
6. With support from adults and peers, strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> <li>Word Processor</li> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
<b>Handwriting and Keyboarding (HWK)</b>		
7. Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
8. With support, use keyboarding skills to produce and publish writing.	<ul style="list-style-type: none"> <li>Word Processor</li> </ul>	
3. (Keyboarding skills begin in grade 3.)		
<b>Oral and Digital Communications Strand 2.ODC-</b>		
<b>Oral Communications (OC)</b>		
1. Engage in collaborative discussions about grade-level topics and texts with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for clarification and further explanation to ensure understanding.		<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> <li>Conversation Building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others.</li> </ul>
2. 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>Read-Along Books</li> <li>Informational Books</li> <li>Readable Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>	<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>45 Online books for listening for key ideas and details</li> </ul> </li> </ul>



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Oral Communications (OC) <i>continued</i></b>		
3. Ask and answer questions about what a speaker says to clarify by gathering additional 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>
4. Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> <li>Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>
<b>Digital Communications (DC)</b>		
5. (Digital Communications begin in grade 3.)		
<b>Grammar and Conventions Strand 2.GC-</b>		
<b>Grammar and Usage (GU)</b>		
1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. 1a. Form and use the past tense of frequently occurring irregular verbs (e.g., felt, told, went).	<ul style="list-style-type: none"> <li>Song: Irregular Verbs</li> <li>Irregular 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>
1b. Use adjectives and adverbs and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> <li>Songs: Adverbs; Adjectives Describe</li> <li>Adverbs</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives vs. 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>
1c. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth, fish).	<ul style="list-style-type: none"> <li>Song: Strange Spelling</li> <li>Book: Moose Are Not Meese</li> <li>Irregular Plurals</li> <li>Plural 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>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Grammar and Usage (GU) <i>continued</i></b>		
1d. Recognize that the names of things can also be the names of actions (fish, dream, run).		<ul style="list-style-type: none"> <li>Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately.                             <ul style="list-style-type: none"> <li>One Word, Two Meanings</li> </ul> </li> </ul>
1e. Use reflexive pronouns (e.g., yourself, herself).	<ul style="list-style-type: none"> <li>Song: Pronouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive Pronouns.pdf: Use reflexive pronouns.                             <ul style="list-style-type: none"> <li>Reflexive Pronouns</li> </ul> </li> </ul>
1f. Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.	<ul style="list-style-type: none"> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Forming Complete Sentences.pdf: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.                             <ul style="list-style-type: none"> <li>Improved Responses</li> </ul> </li> </ul>
1g. Produce and expand complete simple and compound sentences.	<ul style="list-style-type: none"> <li>Revise: Start Sentences Differently; Add Details; Use Interesting Words</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>
<b>Mechanics (M)</b>		
2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. 2a. Commas in greetings and closing of letters.	<ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma (In a Letter)</li> <li>Edit Commas</li> </ul>	
2b. Apostrophes to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Contraction Action</li> <li>Contractions</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.                             <ul style="list-style-type: none"> <li>Contractions</li> <li>Possessive Nouns</li> </ul> </li> </ul>
2c. Capitalize holidays, names, and places.	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Edit 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>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Mechanics (M) <i>continued</i></b>		
<p>3. Use knowledge of spelling in writing.</p> <p>3a. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters</li> <li>Power Words</li> <li>Spell and Blend</li> <li>Spelling Instruction</li> <li>Spelling Exploration</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Word Pattern Spelling</li> <li>Build Syllable Words</li> <li>Editing: Check Spelling; Check Tricky Spellings</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>/ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones</li> </ul> </li> </ul>
<p>3b. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>Reading Detective: Build Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Consulting Reference Materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.                             <ul style="list-style-type: none"> <li>Vocabulary Dictionary</li> </ul> </li> </ul>

## 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](http://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.

All Waterford books and many of the resources available to families at [mentor.waterford.org](https://mentor.waterford.org) can be found in Spanish or with Spanish support.

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

*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.*

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



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