

# CURRICULUM *Correlation*

*Waterford  
Reading Academy*

**100%**

*Pennsylvania  
Academic  
Standards  
for English  
Language Arts  
2014*

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

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PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>1.1 FOUNDATIONAL SKILLS: Students gain a working knowledge of concepts of print, alphabetic principal, and other basic conventions.</b>		
<b>BOOK HANDLING</b>		
CC.1.1.K.A Utilize book handling skills.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	
<b>PRINT CONCEPTS</b>		
CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>• Follow words left to right, top to bottom and page by page.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• Understand that words are separated by spaces in print.</li> <li>• Recognize and name all uppercase and lowercase letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• ABC Songs</li> <li>• Alphabet Introduction</li> <li>• Letter Match</li> <li>• Pick the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</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> <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 and 2</li> </ul> </li> <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> <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</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHONOLOGICAL AWARENESS</b>		
<p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</li> </ul>	<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> <li>Syllable</li> <li>Syllable Safari</li> <li>Take Away Syllables</li> <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>Initial Sounds</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where Is the Sound?</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> <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> <li>Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>Blending: Onset-Rime 1 and 2</li> </ul> </li> <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>
<b>PHONICS AND WORD RECOGNITION</b>		
<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondence.</li> <li>Associate the long and short sounds with common spellings for the five major vowels.</li> <li>Read grade-level high-frequency sight words with automaticity.</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Apples and Bananas; Old MacDonald's Vowel Song</li> <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>Power Words</li> <li>Decodable Books</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>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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FLUENCY</b>		
<p>C.C.1.1.K.E Read emergent-reader text with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>- A Mat</li> <li>- Lil</li> <li>- Nan and the Ham</li> <li>- The Hat</li> </ul> </li> </ul>
<p><b>1.2 READING INFORMATIONAL TEXT: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textural evidence.</b></p>		
<b>KEY IDEAS AND DETAILS</b>		
<i>MAIN IDEA</i>		
<p>C.C.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p>	<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>
<i>TEXT ANALYSIS</i>		
<p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</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 Informational.pdf: With prompting and support, ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- Seeing Fingers</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
<p>CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p>	<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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CRAFT AND STRUCTURE</b>		
<i>TEXT STRUCTURE</i>		
<p>CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p>	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <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>
<i>VOCABULARY</i>		
<p>CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> <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>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>		
<i>DIVERSE MEDIA</i>		
<p>CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</p>	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.                             <ul style="list-style-type: none"> <li>- Opposites</li> <li>- Watch the Woolly Worm</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
<i>EVALUATING ARGUMENTS</i>		
<p>CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.</p>	<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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>ANALYSIS ACROSS TEXTS</i>		
<p>CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p>	<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>
<i>VOCABULARY ACQUISITION AND USE</i>		
<p>CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>	
<p>CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> <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>
<i>RANGE OF READING</i>		
<p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Group reading activities.pdf: Actively engage in group reading activities with purpose and understanding.                             <ul style="list-style-type: none"> <li>Key details</li> <li>Identify main topic</li> <li>Connection between events</li> <li>Relating pictures and text</li> <li>Supporting ideas with reason</li> <li>Find the similarity between two texts</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.3 READING LITERATURE: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>		
<b>KEY IDEAS AND DETAILS</b>		
<i>THEME</i>		
<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p>	<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>
<i>TEXT ANALYSIS</i>		
<p>CC.1.3.K.B Answer questions about key details in a text.</p>	<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>
<i>LITERARY ELEMENTS</i>		
<p>CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.</p>	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Look at Details</li> <li>• Sum Up: Five Ws</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>• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story.                             <ul style="list-style-type: none"> <li>- 21 stories with suggested discussions to identify characters, settings, or major events</li> </ul> </li> </ul>
<b>CRAFT AND STRUCTURE</b>		
<i>POINT OF VIEW</i>		
<p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.                             <ul style="list-style-type: none"> <li>- Andy's Adventures</li> <li>- Rex Is In a Fix</li> <li>- Little Monkey</li> </ul> </li> </ul>



PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>TEXT STRUCTURE</i>		
<p>CC.1.3.K.E Recognize common types of text.</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems).                             <ul style="list-style-type: none"> <li>- Lost Socks</li> <li>- Lumpy Mush</li> <li>- Three Little Kittens</li> <li>- The Alligator in the Library</li> <li>- Garden Visitors</li> </ul> </li> </ul>
<i>VOCABULARY</i>		
<p>CC.1.3.K.F Ask and answer questions about unknown words in a text.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> <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>
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>		
<i>SOURCES OF INFORMATION</i>		
<p>CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).</p>	<ul style="list-style-type: none"> <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>• Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear.                             <ul style="list-style-type: none"> <li>- 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess</li> </ul> </li> </ul>
<i>TEXT ANALYSIS</i>		
<p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories</p>	<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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>VOCABULARY ACQUISITION AND USE</b>		
<i>STRATEGIES</i>		
<p>CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> <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>
<p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>	<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> <li>New Words and Phrase</li> </ul> </li> </ul>
<b>RANGE OF READING</b>		
<p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Decodable Books</li> <li>Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Group reading activities.pdf: Actively engage in group reading activities with purpose and understanding.                             <ul style="list-style-type: none"> <li>Multiple stories with suggestions to build comprehension.</li> </ul> </li> </ul>
<b>1.4 WRITING: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>		
<b>INFORMATIVE/EXPLANATORY</b>		
<p>CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.</p>		<ul style="list-style-type: none"> <li>Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.                             <ul style="list-style-type: none"> <li>Fawn Eyes</li> <li>A Story in the Snow</li> </ul> </li> </ul>
<b>INFORMATIVE/EXPLANATORY: FOCUS</b>		
<p>CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.</p>		<ul style="list-style-type: none"> <li>Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.                             <ul style="list-style-type: none"> <li>Fawn Eyes</li> <li>A Story in the Snow</li> </ul> </li> </ul>

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<b>INFORMATIVE/EXPLANATORY: CONTENT</b>		
<p>CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p>	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Sum Up: Five Ws</li> </ul>	
<b>INFORMATIVE/EXPLANATORY: ORGANIZATION</b>		
<p>CC.1.4.K.D Make logical connections between drawing and dictation/writing.</p>	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> </ul>	
<b>INFORMATIVE/EXPLANATORY: STYLE</b>		
<p>CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.</p>	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Look at Details</li> </ul>	
<b>INFORMATIVE/EXPLANATORY: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Letter Sound Songs</li> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Letter Trace</li> <li>• Power Word 'I'</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> <li>• Punctuation.pdf: Recognize and name end punctuation.                             <ul style="list-style-type: none"> <li>- "I Like Kites" Punctuation</li> </ul> </li> <li>• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                             <ul style="list-style-type: none"> <li>- Spelling by Sound Activity</li> </ul> </li> </ul>
<b>OPINION/ARGUMENTATIVE</b>		
<p>CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p>		<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>- Write With Me</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>OPINION/ARGUMENTATIVE: FOCUS</b>		
<p>CC.1.4.K.H Form an opinion by choosing between two given topics.</p>		<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>- Write With Me</li> </ul>
<b>OPINION/ARGUMENTATIVE: CONTENT</b>		
<p>CC.1.4.K.I Support the opinion with reasons.</p>		<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>- Write With Me</li> </ul>
<b>OPINION/ARGUMENTATIVE: ORGANIZATION</b>		
<p>CC.1.4.K.J Make logical connections between drawing and writing.</p>	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> </ul>	
<b>OPINION/ARGUMENTATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Letter Sound Songs</li> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Letter Trace</li> <li>• Power Word 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I.</li> <li>- "I Like Kites" Punctuation</li> <li>• Punctuation.pdf: Recognize and name end punctuation.</li> <li>- "I Like Kites" Punctuation</li> <li>• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>- Spelling by Sound Activity</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>NARRATIVE</b>		
<p>CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p>		<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                             <ul style="list-style-type: none"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>
<b>NARRATIVE: FOCUS</b>		
<p>CC.1.4.K.N Establish who and what the narrative will be about.</p>		<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                             <ul style="list-style-type: none"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>
<b>NARRATIVE: CONTENT</b>		
<p>CC.1.4.K.O Describe experiences and events.</p>		<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                             <ul style="list-style-type: none"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>
<b>NARRATIVE: ORGANIZATION</b>		
<p>CC.1.4.K.P Recount 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.</p>		<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                             <ul style="list-style-type: none"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>NARRATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.K.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize first word in sentence and pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Letter Sound Songs</li> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Letter Trace</li> <li>• Power Word 'I'</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> <li>• Punctuation.pdf: Recognize and name end punctuation.                             <ul style="list-style-type: none"> <li>- "I Like Kites" Punctuation</li> </ul> </li> <li>• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                             <ul style="list-style-type: none"> <li>- Spelling by Sound Activity</li> </ul> </li> </ul>
<b>PRODUCTION AND DISTRIBUTION OF WRITING: WRITING PROCESS</b>		
<p>CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>		<ul style="list-style-type: none"> <li>• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>- Family Vacation Creative Writing</li> </ul> </li> </ul>
<b>TECHNOLOGY AND PUBLICATION</b>		
<p>CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p>Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p>	
<b>CONDUCTING RESEARCH</b>		
<p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p>		<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                             <ul style="list-style-type: none"> <li>- Think and Write Activity</li> <li>- I Go...</li> <li>- At Camp</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES</b>		
<p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Step Into the Story</li> <li>• Find an Answer</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.                             <ul style="list-style-type: none"> <li>- Andy's Adventures</li> <li>- At Camp</li> <li>- I Go...</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
<b>RANGE OF WRITING</b>		
<p>CC.1.4.K.X Write routinely over short time frames.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	
<b>1.5 SPEAKING AND LISTENING: Students present appropriately in formal speaking situations, listen critically, respond intelligently as individuals or in group discussions.</b>		
<b>COMPREHENSION AND COLLABORATION: COLLABORATIVE DISCUSSION</b>		
<p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.</p>	<p>Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.</p>	<ul style="list-style-type: none"> <li>• Speaking and listening.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
<b>COMPREHENSION AND COLLABORATION: CRITICAL LISTENING</b>		
<p>CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		<ul style="list-style-type: none"> <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, Goopy Mud</li> <li>- The Alligator in the Library</li> <li>- Lost Socks</li> <li>- Moving Day</li> <li>- Mine</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>COMPREHENSION AND COLLABORATION: EVALUATING INFORMATION</b>		
<p>CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.                             <ul style="list-style-type: none"> <li>- My Super Sticky Sandwich</li> <li>- Ooey, Goey Mud</li> <li>- The Alligator in the Library</li> <li>- Lost Socks</li> <li>- Moving Day</li> <li>- Mine</li> </ul> </li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS: PURPOSE, AUDIENCE, AND TASK</b>		
<p>CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p>		<ul style="list-style-type: none"> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS: CONTEXT</b>		
<p>CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.</p>		<ul style="list-style-type: none"> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> </ul>
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
<p>CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.</p>		<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>



PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1</b>		
<b>1.1 FOUNDATIONAL SKILLS: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>		
<b>PRINT CONCEPTS</b>		
<p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>Recognize the distinguishing features of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Sentence Features.pdf: Recognize the distinguishing features of a sentence.                             <ul style="list-style-type: none"> <li>Sentence Strips</li> </ul> </li> </ul>
<b>PHONOLOGICAL AWARENESS</b>		
<p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>Orally produce single-syllable words, including consonant blends and digraphs.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; Consonants Together; Vowels Side-by-Side; Old Macdonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse</li> <li>Blending</li> <li>Blend Onset/Rime Sounds</li> <li>Blending Riddles</li> <li>Blend Every Sound (Phonemes)</li> <li>Blending Dragon</li> <li>Stick N' Spell</li> <li>Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where is the Sound?</li> <li>Phoneme Segmentation</li> <li>Word Blending</li> <li>Find the Picture</li> <li>Circus Clown Climbers</li> <li>One, Two, Three Sounds</li> <li>Barnyard Bash</li> <li>Syllables</li> <li>Syllable Safari</li> <li>Take Away Syllables</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> <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> </ul> </li> <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; Last Phoneme</li> <li>Phoneme Categorization</li> <li>Sound Sense Playing Cards</li> </ul> </li> <li>Segmenting Words into Phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.                             <ul style="list-style-type: none"> <li>Counting Individual Phonemes</li> <li>Phoneme Segmentation</li> </ul> </li> </ul>

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<b>PHONICS AND WORD RECOGNITION</b>		
<p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Identify common consonant digraphs, final-e, and common vowel teams.</li> <li>Decode one- and two-syllable words with common patterns.</li> <li>Read grade-level words with inflectional endings.</li> <li>Read grade-appropriate, irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side; 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>Blend Phonemes</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>Key Word Match</li> <li>Word Pattern</li> <li>Pattern Hunt</li> <li>Word Blending</li> <li>Mystery Words</li> <li>Decode Syllable Words: CVC; Open; Open &amp; Closed; Consonant+le; Multisyllabic</li> <li>Decode Using the Six Syllable Types</li> <li>Suffixes</li> <li>Comparatives</li> <li>Power Words</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; -ash</li> <li>Sounds Fun!</li> </ul> </li> <li>Spelling-sound Correspondences.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>Readable Books/Letter Patterns</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> </ul> </li> <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>Word Study Introduction</li> <li>Spelling</li> </ul> </li> <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 Noun</li> </ul> </li> <li>Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> <li>Say, Spell, Write</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FLUENCY</b>		
<p>CC.1.1.1.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Repeated Readings</li> <li>- Fluency Check Sheets</li> </ul> </li> <li>• Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>- Use-a-clue</li> </ul> </li> </ul>
<b>1.2 READING INFORMATIONAL TEXT: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between text with a focus on textual evidence.</b>		
<b>KEY IDEAS AND DETAILS: MAIN IDEA</b>		
<p>CC.1.2.1.A Identify the main idea and retell key details of text.</p>	<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>- Text Type Activity—Informational Text</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>KEY IDEAS AND DETAILS: TEXT ANALYSIS</b>		
<p>CC.1.2.1.B Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Ask a Question</li> <li>Sum Up: Five Ws</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Key details Informational.pdf: Ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>Water Is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to Be a Scientist Like Jane Goodall</li> <li>I Want to Be a Scientist Like George Washington Carver</li> <li>I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>
<p>CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<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>
<b>CRAFT AND STRUCTURE: TEXT STRUCTURE</b>		
<p>CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.</p>	<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>
<b>CRAFT AND STRUCTURE: VOCABULARY</b>		
<p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> <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>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: DIVERSE MEDIA</b>		
<p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p>	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Finding Key Information.pdf: Use the illustrations and details in a text to describe its key ideas.                             <ul style="list-style-type: none"> <li>Star Pictures</li> </ul> </li> </ul>

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<b>INTEGRATION OF KNOWLEDGE AND IDEAS: EVALUATING ARGUMENTS</b>		
<p>CC.1.2.1.H Identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify 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>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: ANALYSIS ACROSS TEXTS</b>		
<p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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 ACQUISITION AND USE</b>		
<p>CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>	<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>Using Words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).                             <ul style="list-style-type: none"> <li>Conjunctions</li> <li>New Words and Phrases</li> </ul> </li> </ul>
<p>CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> <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>
<b>RANGE OF READING</b>		
<p>CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<ul style="list-style-type: none"> <li>Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>Informational Reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1.                             <ul style="list-style-type: none"> <li>Water Is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to Be a Scientist Like Jane Goodall</li> <li>I Want to Be a Scientist Like George Washington Carver</li> <li>I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.3 READING LITERATURE: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>		
<b>KEY IDEAS AND DETAILS: THEME</b>		
<p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<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>
<b>KEY IDEAS AND DETAILS: TEXT ANALYSIS</b>		
<p>CC.1.3.1.B Ask and answer questions about key details in a text.</p>	<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>KEY IDEAS AND DETAILS: LITERARY ELEMENTS</b>		
<p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p>	<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>
<b>CRAFT AND STRUCTURE: POINT OF VIEW</b>		
<p>CC.1.3.1.D Identify who is telling the story at various points in a text.</p>	<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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CRAFT AND STRUCTURE: TEXT STRUCTURE</b>		
<p>CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p>	<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>
<b>CRAFT AND STRUCTURE: VOCABULARY</b>		
<p>CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<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>INTEGRATION OF KNOWLEDGE AND IDEAS: SOURCES OF INFORMATION</b>		
<p>CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.</p>	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Recall Details</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the Story 1.pdf: Use illustrations and details in a story to describe its characters, setting, or events.                             <ul style="list-style-type: none"> <li>- The Gingerbread Man</li> <li>- The Little Red Hen</li> <li>- The City Mouse and the Country Mouse</li> <li>- The Brothers</li> </ul> </li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: TEXT ANALYSIS</b>		
<p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p>	<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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>VOCABULARY ACQUISITION AND USE: STRATEGIES</b>		
<p>CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> <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>
<b>VOCABULARY ACQUISITION AND USE</b>		
<p>CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>	<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>Using Words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).                             <ul style="list-style-type: none"> <li>Conjunctions</li> <li>New Words and Phrases</li> </ul> </li> </ul>
<b>RANGE OF READING</b>		
<p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p>	<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>	
<b>1.4 WRITING: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>		
<b>INFORMATIVE/EXPLANATORY</b>		
<p>CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.</p>		<ul style="list-style-type: none"> <li>Writing with Facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>Topical Writing Activities</li> </ul> </li> </ul>
<b>INFORMATIVE/EXPLANATORY: FOCUS</b>		
<p>CC.1.4.1.B Identify and write about one specific topic.</p>		<ul style="list-style-type: none"> <li>Writing with Facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>Topical Writing Activities</li> </ul> </li> </ul>



PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>INFORMATIVE/EXPLANATORY: CONTENT</b>		
<p>CC.1.4.1.C Develop the topic with two or more facts.</p>		<ul style="list-style-type: none"> <li>• Writing with Facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Topical Writing Activities</li> </ul> </li> </ul>
<b>INFORMATIVE/EXPLANATORY: ORGANIZATION</b>		
<p>CC.1.4.1.D Group information and provide some sense of closure.</p>		<ul style="list-style-type: none"> <li>• Writing with Facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Topical Writing Activities</li> </ul> </li> </ul>
<b>INFORMATIVE/EXPLANATORY: STYLE</b>		
<p>CC.1.4.1.E Choose words and phrases for effect.</p>	<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	
<b>INFORMATIVE/EXPLANATORY: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns)(Days); What Is a Sentence?; Sentence Marks</li> <li>• Comma, Comma, Comma; Double the Fun</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> <li>• Double the Fun</li> <li>• Sentence Marks</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> <li>• Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize the dates and names of people.                             <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> <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> <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> <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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>OPINION/ARGUMENTATIVE</b>		
<p>CC.1.4.1.G Write opinion pieces on familiar topics.</p>		<ul style="list-style-type: none"> <li>• Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Opinion Writing Activities</li> </ul> </li> </ul>
<b>OPINION/ARGUMENTATIVE: FOCUS</b>		
<p>CC.1.4.1.H Form an opinion by choosing among given topics.</p>		<ul style="list-style-type: none"> <li>• Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Opinion Writing Activities</li> </ul> </li> </ul>
<b>OPINION/ARGUMENTATIVE: CONTENT</b>		
<p>CC.1.4.1.I Support the opinion with reasons related to the opinion.</p>		<ul style="list-style-type: none"> <li>• Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Opinion Writing Activities</li> </ul> </li> </ul>
<b>OPINION/ARGUMENTATIVE: ORGANIZATION</b>		
<p>CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.</p>		<ul style="list-style-type: none"> <li>• Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Opinion Writing Activities</li> </ul> </li> </ul>
<b>OPINION/ARGUMENTATIVE: STYLE</b>		
<p>CC.1.4.1.K Use a variety of words and phrases.</p>	<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>• Using Words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).                             <ul style="list-style-type: none"> <li>- Conjunctions</li> <li>- New Words and Phrases</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>OPINION/ARGUMENTATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns)(Days); What Is a Sentence?; Sentence Marks</li> <li>• Comma, Comma, Comma; Double the Fun</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> <li>• Double the Fun</li> <li>• Sentence Marks</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> <li>• Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> <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> <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> <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>
<b>NARRATIVE</b>		
<p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p>		<ul style="list-style-type: none"> <li>• Writing Narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> <li>- Narrative Writing Activities</li> </ul> </li> </ul>
<b>NARRATIVE: FOCUS</b>		
<p>CC.1.4.1.N Establish who and what the narrative will be about.</p>		<ul style="list-style-type: none"> <li>• Writing Narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> <li>- Narrative Writing Activities</li> </ul> </li> </ul>
<b>NARRATIVE: CONTENT</b>		
<p>CC.1.4.1.O Include thoughts and feelings to describe experiences and events.</p>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>NARRATIVE: ORGANIZATION</b>		
<p>CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p>		<ul style="list-style-type: none"> <li>• Writing Narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Narrative Writing Activities</li> </ul> </li> </ul>
<b>NARRATIVE: STYLE</b>		
<p>CC.1.4.1.Q Use a variety of words and phrases.</p>	<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>• Using Words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).                             <ul style="list-style-type: none"> <li>- Conjunctions</li> <li>- New Words and Phrases</li> </ul> </li> </ul>
<b>NARRATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns)(Days); What Is a Sentence? Sentence Marks</li> <li>• Comma, Comma, Comma; Double the Fun</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> <li>• Double the Fun</li> <li>• Sentence Marks</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> <li>• Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize the dates and names of people.                             <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> <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> <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> <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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PRODUCTION AND DISTRIBUTION OF WRITING: WRITING PROCESS</b>		
<p>CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>		<ul style="list-style-type: none"> <li>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>TECHNOLOGY AND PUBLICATION</b>		
<p>CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p>	<p>Waterford includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p>	
<b>CONDUCTING RESEARCH</b>		
<p>CC.1.4.1.V Participate in individual or shared research and writing projects.</p>		<ul style="list-style-type: none"> <li>Collaborative Writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions).</li> </ul>
<b>CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES</b>		
<p>CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Recalling Information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                             <ul style="list-style-type: none"> <li>The Writing Process</li> </ul> </li> </ul>
<b>RANGE OF WRITING</b>		
<p>CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.5 SPEAKING AND LISTENING: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>		
<b>COMPREHENSION AND COLLABORATION: COLLABORATIVE DISCUSSION</b>		
CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Class Discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
<b>COMPREHENSION AND COLLABORATION: CRITICAL LISTENING</b>		
CC.1.5.1.B 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>Ask a Question</li> </ul>	<ul style="list-style-type: none"> <li>Ask Questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion.                             <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
<b>COMPREHENSION AND COLLABORATION: EVALUATING INFORMATION</b>		
CC.1.5.1.C 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 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>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS: PURPOSE, AUDIENCE, AND TASK</b>		
CC.1.5.1.D 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>PRESENTATION OF KNOWLEDGE AND IDEAS: CONTEXT</b>		
CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: MULTIMEDIA</b>		
<p>CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> <li>• Creating Stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                             <ul style="list-style-type: none"> <li>- Visual Aids and Recording Activity</li> </ul> </li> </ul>
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
<p>CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</p>	<ul style="list-style-type: none"> <li>• Songs: Irregular Verbs; Adverbs; Adjectives Describe; Pronouns; Nouns; Verbs; Preposition Cat</li> <li>• Book: Moose Are Not Meese</li> <li>• Irregular Plurals</li> <li>• Plural Nouns</li> <li>• Irregular Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Verbs</li> <li>• Nouns</li> <li>• Pronouns</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> <li>• Pronouns.pdf: Use personal, possessive, and indefinite pronouns.                             <ul style="list-style-type: none"> <li>- Pronouns</li> </ul> </li> <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> <li>• Adjectives.pdf: Use frequently occurring adjectives.                             <ul style="list-style-type: none"> <li>- Who Am I?</li> <li>- Adjectives</li> </ul> </li> <li>• Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> <li>• Determiners.pdf: Use determiners.                             <ul style="list-style-type: none"> <li>- Determiners</li> </ul> </li> <li>• Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 2</b>		
<b>1.1 FOUNDATIONAL SKILLS: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>		
<b>PHONICS AND WORD RECOGNITION</b>		
<p>CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Decode two-syllable words with long vowels and words with common prefixes and suffixes.</li> <li>• Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Put It At the Front; Put It At the End; Double the Fun;</li> <li>• Readable Word Play</li> <li>• Spelling Exploration</li> <li>• Word Recognition</li> <li>• Power Words</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Comparatives</li> <li>• Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>• Long vs. Short Vowel Sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>- Lesson 1: /ā/; Lesson 2: /ō/; Lesson 3: /ī/;</li> <li>Lesson 3: /ū/</li> </ul> </li> <li>• Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> <li>- What's the Word?</li> <li>- Find a Word</li> <li>- Make a Word</li> </ul> </li> <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> <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> <li>• Irregularly Spelled Words.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> <li>- Lesson 1: /ī/; Lesson 2: /ō/; Lesson 3: /f/; Lesson 4: Irregular Plurals</li> </ul> </li> </ul>



PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FLUENCY</b>		
<p>CC.1.1.2.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Song: Use a Clue</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Picture Clues</li> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> <li>• Mystery Words</li> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- 30 Online books to practice reading with purpose and understanding</li> </ul> </li> <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> <li>• Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>- Use-a-clue</li> </ul> </li> </ul>
<b>1.2 READING INFORMATIONAL TEXT: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between text with a focus on textual evidence.</b>		
<b>KEY IDEAS AND DETAILS: MAIN IDEA</b>		
<p>CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the Main Topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.                             <ul style="list-style-type: none"> <li>- Great White Bird</li> <li>- The Talking Lizard</li> <li>- Winter Snoozers</li> <li>- The Courage to Learn</li> <li>- The Bee’s Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>
<b>KEY IDEAS AND DETAILS: TEXT ANALYSIS</b>		
<p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up: Remember Order</li> <li>• Reading Detective (Peek at the Story/Check My Guess)</li> <li>• Informational Books (See titles at end of document.)</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>- Vocabulary Match: Islands and Volcanoes</li> <li>- Vocabulary Match: Tornadoes</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KEY IDEAS AND DETAILS: TEXT ANALYSIS</b> <i>continued</i>		
<p>CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p>	<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>
<b>CRAFT AND STRUCTURE: TEXT STRUCTURE</b>		
<p>CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</p>	<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 efficiently.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
<b>CRAFT AND STRUCTURE: VOCABULARY</b>		
<p>CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> <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>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: DIVERSE MEDIA</b>		
<p>CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.</p>	<ul style="list-style-type: none"> <li>Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying with Pictures.pdf: Explain how specific images contribute to and clarify a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: EVALUATING ARGUMENTS</b>		
<p>CC.1.2.2.H Describe how reasons support specific points the author makes in a text.</p>	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: ANALYSIS ACROSS TEXTS</b>		
<p>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</p>	<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>

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<b>VOCABULARY ACQUISITION AND USE</b>		
<p>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	
<p>CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> <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>
<b>RANGE OF READING</b>		
<p>CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<ul style="list-style-type: none"> <li>Informational Books: Sound; White-tailed Deer; the Talking Lizard; Water; Sequoyah’s Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; The Bee’s Secret; Reaching Above; Your Backyard; Fossils Under Our Feet; Water; Inventions All Around; 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>
<b>1.3 READING LITERATURE: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>		
<b>KEY IDEAS AND DETAILS: THEME</b>		
<p>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p>	<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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KEY IDEAS AND DETAILS: TEXT ANALYSIS</b>		
<p>CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<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> </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>KEY IDEAS AND DETAILS: LITERARY ELEMENTS</b>		
<p>CC.1.3.2.C Describe how characters in a story respond to major events and challenges.</p>	<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>
<b>CRAFT AND STRUCTURE: POINT OF VIEW</b>		
<p>CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<ul style="list-style-type: none"> <li>• Books: Why Wind and Water Fight; Three Billy Goats Gruff</li> <li>• Compare Characters</li> <li>• Expression: Quotations</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.                             <ul style="list-style-type: none"> <li>- Story Structure Activity</li> </ul> </li> </ul>
<b>CRAFT AND STRUCTURE: TEXT STRUCTURE</b>		
<p>CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Sum Up: Remember Order</li> <li>• Map the Story</li> </ul>	
<b>CRAFT AND STRUCTURE: VOCABULARY</b>		
<p>CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p>	<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 and 2</li> <li>- Bad News Shoes</li> <li>- Movin' to the Music Time</li> <li>- Winter Snoozers</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: SOURCES OF INFORMATION</b>		
<p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p>	<ul style="list-style-type: none"> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Characters, Setting, or Plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                             <ul style="list-style-type: none"> <li>- 27 Online books to demonstrate understanding characters, setting, and plot.</li> </ul> </li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: TEXT ANALYSIS</b>		
<p>CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Read-Along Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<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>VOCABULARY ACQUISITION AND USE: STRATEGIES</b>		
<p>CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> <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>
<b>VOCABULARY ACQUISITION AND USE</b>		
<p>CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	
<b>RANGE OF READING</b>		
<p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• Reading Detective (Peek at the Story/Check My Guess)</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Build Knowledge</li> <li>• Map the Story</li> <li>• Fluency Comprehension</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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.4 WRITING: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>		
<b>INFORMATIVE/EXPLANATORY</b>		
<p>CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p>	<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>
<b>INFORMATIVE/EXPLANATORY: FOCUS</b>		
<p>CC.1.4.2.B Identify and introduce the topic.</p>		<ul style="list-style-type: none"> <li>• Writing with Facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>
<b>INFORMATIVE/EXPLANATORY: CONTENT</b>		
<p>CC.1.4.2.C Develop the topic with facts and/or definitions</p>		<ul style="list-style-type: none"> <li>• Writing with Facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>
<b>INFORMATIVE/EXPLANATORY: ORGANIZATION</b>		
<p>CC.1.4.2.D Group information and provide a concluding statement or section.</p>		<ul style="list-style-type: none"> <li>• Writing with Facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>INFORMATIVE/EXPLANATORY: STYLE</b>		
CC.1.4.2.E Choose words and phrases for effect.	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	
<b>INFORMATIVE/EXPLANATORY: CONVENTIONS OF LANGUAGE</b>		
CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>Capitalize proper nouns.</li> <li>Use commas and apostrophes appropriately.</li> <li>Spell words drawing on common spelling patterns.</li> <li>Consult reference material as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Capital Letters (Titles); Capital Letters; Comma, Comma, Comma; Apostrophe Pig; Contraction Action</li> <li>Capitals</li> <li>Nouns</li> <li>Possessive Nouns</li> <li>Commas</li> <li>Edit Commas</li> <li>Contractions</li> <li>Punctuation</li> <li>All Star Spelling</li> <li>Spell and Blend</li> <li>Spelling</li> <li>Make and Spell</li> <li>Reading Detective: Build Vocabulary</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> <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> <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> <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>
<b>OPINION/ARGUMENTATIVE</b>		
CC.1.4.2.G Write opinion pieces on familiar topics or texts.	<ul style="list-style-type: none"> <li>Word Processor Tutorial</li> <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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>OPINION/ARGUMENTATIVE: FOCUS</b>		
<p>CC.1.4.2.H Identify the topic and state an opinion.</p>	<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>	<p>Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li>- Bad News Shoes</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul>
<b>OPINION/ARGUMENTATIVE: CONTENT</b>		
<p>CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.</p>		<ul style="list-style-type: none"> <li>• Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</li> <li>- Bad News Shoes</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul>
<b>OPINION/ARGUMENTATIVE: ORGANIZATION</b>		
<p>CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.</p>	<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.</li> <li>- Bad News Shoes</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul>
<b>OPINION/ARGUMENTATIVE: STYLE</b>		
<p>CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.</p>	<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>	<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, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</li> </ul>



PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>OPINION/ARGUMENTATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Titles); Capital Letters; Comma, Comma, Comma; Apostrophe Pig; Contraction Action</li> <li>• Capitals</li> <li>• Nouns</li> <li>• Possessive Nouns</li> <li>• Commas</li> <li>• Edit Commas</li> <li>• Contractions</li> <li>• Punctuation</li> <li>• All Star Spelling</li> <li>• Spell and Blend</li> <li>• Spelling</li> <li>• Make and Spell</li> <li>• Reading Detective: Build Vocabulary</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> <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> <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> <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>
<b>NARRATIVE</b>		
<p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p>	<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>
<b>NARRATIVE: FOCUS</b>		
<p>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</p>		<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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>NARRATIVE: CONTENT</b>		
<p>CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p>		<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>
<b>NARRATIVE: ORGANIZATION</b>		
<p>CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p>		<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>
<b>NARRATIVE: STYLE</b>		
<p>CC.1.4.2.Q Choose words and phrases for effect</p>	<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>	<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, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>NARRATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Titles); Capital Letters; Comma, Comma, Comma; Apostrophe Pig; Contraction Action</li> <li>• Capitals</li> <li>• Nouns</li> <li>• Possessive Nouns</li> <li>• Commas</li> <li>• Edit Commas</li> <li>• Contractions</li> <li>• Punctuation</li> <li>• All Star Spelling</li> <li>• Spell and Blend</li> <li>• Spelling</li> <li>• Make and Spell</li> <li>• Reading Detective: Build Vocabulary</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> <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> <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> <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>
<b>PRODUCTION AND DISTRIBUTION OF WRITING: WRITING PROCESS</b>		
<p>CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<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>TECHNOLOGY AND PUBLICATION</b>		
<p>CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p>	<ul style="list-style-type: none"> <li>• Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative Writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CONDUCTING RESEARCH</b>		
<p>CC.1.4.2.V Participate in individual or shared research and writing projects.</p>		<ul style="list-style-type: none"> <li>• Collaborative Writing.pdf: Participate in shared research and writing projects.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> </ul>
<b>CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES</b>		
<p>CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</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>RANGE OF WRITING</b>		
<p>CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	
<b>1.5 SPEAKING AND LISTENING: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>		
<b>COMPREHENSION AND COLLABORATION: COLLABORATIVE DISCUSSION</b>		
<p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p>	<p>Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p>	<ul style="list-style-type: none"> <li>• Class Discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
<b>COMPREHENSION AND COLLABORATION: CRITICAL LISTENING</b>		
<p>CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</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>• 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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>COMPREHENSION AND COLLABORATION: EVALUATING INFORMATION</b>		
<p>CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>		<ul style="list-style-type: none"> <li>Gathering Additional Information Through Questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                             <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS: PURPOSE, AUDIENCE, AND TASK</b>		
<p>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<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>PRESENTATION OF KNOWLEDGE AND IDEAS: CONTEXT</b>		
<p>CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <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>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: MULTIMEDIA</b>		
<p>CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> <li>Creating Stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                             <ul style="list-style-type: none"> <li>Visual Aids and Recording Activity</li> </ul> </li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
<p>CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.</p>	<ul style="list-style-type: none"> <li>• Songs: Irregular Verbs; Adverbs; Adjectives Describe; Pronouns; Nouns; Verbs; Preposition Cat</li> <li>• Book: Moose Are Not Meese</li> <li>• Irregular Plurals</li> <li>• Plural Nouns</li> <li>• Irregular Verbs</li> <li>• Adjectives</li> <li>• Adverbs</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> <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> <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>

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

## Readable Books (Record, Read, Listen)

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

## Sentence Dictation Titles

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

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



## SUPPORT

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

## CONTINUAL DEVELOPMENT

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



## SPANISH FAMILY ENGAGEMENT RESOURCES

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

### SONGS

#### Beginning Math Songs

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

#### Nursery Songs and Rhymes

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

#### Beginning Reading Songs

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

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

### WEEKLY HOMELINK NEWSLETTERS

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

### MATH HOMELINK NEWSLETTERS

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

### SCIENCE HOMELINK NEWSLETTERS

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

### READING HOMELINK NEWSLETTERS

#### Alphabet Knowledge

#### Comprehension and Vocabulary

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

#### Readiness Skills Letters

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

#### Phonological Awareness Letters

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

## WATERFORD MENTOR

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



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