

# CURRICULUM *Correlation*

*Waterford  
Reading Academy*

**100%**

*Oklahoma  
Renaissance®  
Focus Skills™*

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

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OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PREKINDERGARTEN</b>		
<b>Reading Foundations: Phonological Awareness</b>		
Recognize with aid rhyme / sound repetition OK.ELA.PK.2.PA.5	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>
Recognize with aid rhyme / sound repetition OK.ELA.PK.2.PA.2	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>
Clap and count the words in a given sentence OK.ELA.PK.2.PA.1		<ul style="list-style-type: none"> <li>• Unit 3 , Pg. 274 This Little Piggy: Stand Up Sentences</li> </ul>
<b>Reading Foundations: Print Concepts</b>		
Read and share meaning of environmental print OK.ELA.PK.2.PC.2	<ul style="list-style-type: none"> <li>• Words In Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 35 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Know which direction readers move through text OK.ELA.PK.2.PC.3	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
Know which direction readers move through text OK.ELA.PK.2.PC.5	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
Distinguish letters from words OK.ELA.PK.2.PC.4	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
<b>Reading Foundations: Phonics and Word Study</b>		
Differentiate the shapes of different letters OK.ELA.PK.2.PWS.1	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Trace</li> <li>• Letter Checker</li> <li>• Pick the Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Study <i>continued</i></b>		
Name letters and recognize lower / uppercase forms OK.ELA.PK.2.PWS.1	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Trace</li> <li>• Letter Match</li> <li>• Pick the Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> <li>• Unit 5, Pg. 178 Green Eggs and Ham</li> </ul>
<b>Independent Reading and Writing: Independent Reading</b>		
Engage with texts read aloud; answer questions OK.ELA.PK.8.R.1	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read With Me Books</li> <li>• Decodable Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up—Remember Order</li> <li>• Sum Up—Five Ws</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 31 Bunny Cakes</li> <li>• Unit 1, Pg. 83 Pat-a-Cake: Dough Time</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> </ul>
<b>KINDERGARTEN</b>		
<b>Reading Foundations: Phonological Awareness</b>		
Say initial or final phonemes in CVC words OK.ELA.K.2.PA.7	<ul style="list-style-type: none"> <li>• Where Is the Sound?</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
Count syllables in multisyllable words OK.ELA.K.2.PA.5	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
Identify onsets and rimes in 1-syllable words OK.ELA.K.2.PA.6	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Initial Sound</li> <li>• Blending Dragon</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
Blend, count, and segment syllables in words OK.ELA.K.2.PA.5	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>

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<b>Reading Foundations: Phonological Awareness <i>continued</i></b>		
Blend phonemes to produce words / count sounds OK.ELA.K.2.PA.7	<ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Blend Every Sound</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Blending:Onset-Rime 1 &amp; 2</li> </ul> </li> </ul>
Blend phonemes to produce words / count sounds OK.ELA.K.2.PA.8	<ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Blend Every Sound</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Blending:Onset-Rime 1 &amp; 2</li> </ul> </li> </ul>
Isolate short vowel sounds in 1-syllable words OK.ELA.K.2.PA.4	<ul style="list-style-type: none"> <li>• Songs: Old MacDonald’s Vowel Song; Apples and Bananas; Key Words</li> <li>• Word Mastery</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Word Construction</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>
Say long vowel sounds in 1-syllable words OK.ELA.K.2.PA.4	<ul style="list-style-type: none"> <li>• Song: Sneaky Magic E; Eensy, Weensy, Mouse; Vowels Side By Side</li> <li>• Word Mastery</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Word Construction</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>
Change initial / final phonemes to make new words OK.ELA.K.2.PA.9	<ul style="list-style-type: none"> <li>• Phoneme Eliminator</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> </ul>	

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<b>Reading Foundations: Print Concepts</b>		
Know words are sequences of letters with meaning OK.ELA.K.2.PC.2	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> <li>• Look, Listen and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>- Map Text to Speech 1</li> <li>- Map Text to Speech 2</li> </ul> </li> </ul>
Know words are sequences of letters with meaning OK.ELA.K.2.PC.4	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> <li>• Look, Listen and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>- Map Text to Speech 1</li> <li>- Map Text to Speech 2</li> </ul> </li> </ul>
Know letters symbolize spoken sounds OK.ELA.K.2.PC.2	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> <li>• Look, Listen and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>- Map Text to Speech 1</li> <li>- Map Text to Speech 3</li> </ul> </li> </ul>
Track printed words OK.ELA.K.2.PC	All online books and text within the software illustrate left- to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Following words.pdf: Follow words from left to right, top to bottom, and page-by-page.                             <ul style="list-style-type: none"> <li>- Print Directionality</li> </ul> </li> </ul>
Track printed words OK.ELA.K.2.PC.5	All online books and text within the software illustrate left- to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Following words.pdf: Follow words from left to right, top to bottom, and page-by-page.                             <ul style="list-style-type: none"> <li>- Print Directionality</li> </ul> </li> </ul>

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<b>Reading Foundations: Phonics and Word Study</b>		
Recognize upper- and lowercase letters OK.ELA.K.2.PWS.1	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Pick the Letter (Letter Checker)</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Coloring Game (Make a Scene)</li> <li>• Find the Letter</li> <li>• Name Game (What's Your Name?)</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet.                             <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>
Isolate short vowel sounds in 1-syllable words OK.ELA.K.2.PWS.3	<ul style="list-style-type: none"> <li>• Songs: Old MacDonald's Vowel Song; Apples and Bananas; Key Words</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> <li>• Circus Clown Climbers</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>
Say long vowel sounds in 1-syllable words OK.ELA.K.2.PWS.3	<ul style="list-style-type: none"> <li>• Song: Sneaky Magic E; Eensy, Weensy, Mouse; Vowels Side By Side</li> <li>• Word Mastery</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Word Construction</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>
Produce the most common sounds of consonants OK.ELA.K.2.PWS.3	<ul style="list-style-type: none"> <li>• Letter Sound: Consonants</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Blending:Onset-Rime 1 &amp; 2</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Study <i>continued</i></b>		
Decode single-syllable CVC words OK.ELA.K.2.PWS.4	<ul style="list-style-type: none"> <li>• Decodable Texts</li> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Readable Books/Letter Patterns</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Digraphs:-tch, ch</li> <li>- Pattern Word Games</li> <li>- Reading Tricks</li> <li>- Word Building Activity</li> <li>- Letter Cards</li> <li>- Key Word Cards</li> <li>- Unit Worksheets</li> </ul> </li> </ul>
<b>Reading Foundations: Fluency</b>		
Name letters of alphabet automatically OK.ELA.K.2.F.1	<ul style="list-style-type: none"> <li>• Letter Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet.                             <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>
Read high-frequency words by sight OK.ELA.K.2.F.2	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
<b>Reading and Writing Process: Reading Process</b>		
Retell key details of text with support OK.ELA.K.2.R.1	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up—Five W’s</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>



OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading and Writing Process: Reading Process <i>continued</i></b>		
Identify major events in a story with support OK.ELA.K.2.R.3	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Look at Details</li> <li>• Sum Up—Five W’s</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>• Key details.pdf: With prompting and support, ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- 49 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
Retell stories including key events and details OK.ELA.K.2.R.1	<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>
<b>Critical Reading and Writing: Critical Reading</b>		
Ask / answer with aid questions about key details OK.ELA.K.3.R.4	<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.pdf: With prompting and support, ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- 49 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
<b>Vocabulary: Reading</b>		
Use acquired vocabulary OK.ELA.K.4.R.1	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Vocab Introduction</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Using Words (Pre-Reading).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 Phrases</li> </ul> </li> </ul>

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<b>Vocabulary: Reading <i>continued</i></b>		
Apply context clues to recognize vocabulary OK.ELA.K.4.R.2	<ul style="list-style-type: none"> <li>• Song: Look for a Clue</li> <li>• Rusty and Rosy’s Clues</li> <li>• Mystery Words</li> <li>• Use a Clue</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Unknown Words (Pre-Reading).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>Independent Reading and Writing: Independent Reading</b>		
Begin to engage with books independently OK.ELA.K.8.R.1	<ul style="list-style-type: none"> <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>- Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>
<b>GRADE 1</b>		
<b>Reading Foundations: Phonological Awareness</b>		
Blend phonemes to pronounce 1-syllable words OK.ELA.1.2.PA.4	<ul style="list-style-type: none"> <li>• Song: Consonants Together</li> <li>• Blend Phonemes</li> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> <li>• Word Blending</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.                             <ul style="list-style-type: none"> <li>- Blending: Onset-Rime</li> <li>- Phoneme Blending</li> <li>- Sound Sense Bingo Cards</li> </ul> </li> </ul>
Segment 1-syllable spoken words into phonemes OK.ELA.1.2.PA.5	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>- Segmenting: First Phoneme</li> <li>- Segmenting: Last Phoneme</li> <li>- Phoneme Categorization</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonological Awareness <i>continued</i></b>		
Isolate and pronounce sounds in 1-syllable words OK.ELA.1.2.PA.3	<ul style="list-style-type: none"> <li>• Initial Sounds</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where Is the Sound?</li> <li>• Stick 'n' Spell</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>- Segmenting: First Phoneme</li> <li>- Segmenting: Last Phoneme</li> <li>- Phoneme Categorization</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>
Add or replace vowel phonemes to make new words OK.ELA.1.2.PA.6	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> </ul>	
<b>Reading Foundations: Print Concepts</b>		
Know type of sentence based on end punctuation OK.ELA.1.2.PC.2	<ul style="list-style-type: none"> <li>• Song: Sentence Marks</li> <li>• Sentence Marks</li> <li>• Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation.pdf: Use end punctuation for sentences.                             <ul style="list-style-type: none"> <li>- A Closer Look</li> <li>- What's My Sentence?</li> <li>- Sentence Strips</li> <li>- Punctuation</li> <li>- Sentences</li> </ul> </li> </ul>
<b>Reading Foundations: Phonics and Word Study</b>		
Know all common graphemes for the 40+ phonemes OK.ELA.1.2.PWS.1.A	<ul style="list-style-type: none"> <li>• Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song</li> <li>• Letter Sound Songs</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <li>- Consonant Blending: -ck, cl-, spl</li> <li>- Pattern Word Blending: -uff</li> <li>- Pattern Word Blending: -ash</li> <li>- Sounds Fun!</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Study <i>continued</i></b>		
Use word families to match sounds in words OK.ELA.1.2.PWS.3	<ul style="list-style-type: none"> <li>• Word Pattern</li> <li>• Pattern Hunt</li> <li>• Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Readable Books/Letter Patterns</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Digraphs:-tch, ch</li> <li>- Pattern Word Games</li> <li>- Reading Tricks</li> <li>- Word Building Activity</li> <li>- Letter Cards</li> <li>- Key Word Cards</li> <li>- Unit Worksheets</li> </ul> </li> </ul>
Isolate and identify initial consonant blends OK.ELA.1.2.PWS.1.B	<ul style="list-style-type: none"> <li>• Song: Conosonants Together; Where Is Whale?; Sheep in the Shadows;</li> <li>• Blending, T-H Has Two Sounds</li> <li>• Blending Riddles</li> <li>• Books: Readable Walk-Through: Chet and Chuck; What Do I Spy?</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <li>- Consonant Blending: -ck, cl-, spl</li> <li>- Pattern Word Blending: -uff</li> <li>- Pattern Word Blending: -ash</li> <li>- Sounds Fun!</li> </ul> </li> </ul>
Identify spellings of medial vowel CVCe phonemes OK.ELA.1.2.PWS.1.D	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E</li> <li>• Word Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.                             <ul style="list-style-type: none"> <li>- Pattern Word Building</li> <li>- Word Study Introduction</li> <li>- Spelling</li> </ul> </li> </ul>
Identify spellings of medial vowel CVCe phonemes OK.ELA.1.2.PWS.1.F	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E</li> <li>• Word Patterns</li> <li>• Spell and Blend</li> <li>• Pattern Hunt</li> <li>• Word Construction</li> <li>• Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Long vowel words ending in e (Basic Reading). pdf: Know final -e and common vowel team conventions for representing long vowel sounds.                             <ul style="list-style-type: none"> <li>- Pattern Word Building</li> <li>- Word Study Introduction</li> <li>- Spelling</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Study <i>continued</i></b>		
Decode 1-syllable words using short vowel sounds OK.ELA.1.2.PWS.1.D	<ul style="list-style-type: none"> <li>• Songs: Old MacDonald’s Vowel Song; Apples and Bananas; Key Words</li> <li>• Word Mastery</li> <li>• Letter Sound</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Word Construction</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Readable Books/Letter Patterns</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Digraphs:-tch, ch</li> <li>- Pattern Word Games</li> <li>- Reading Tricks</li> <li>- Word Building Activity</li> <li>- Letter Cards</li> <li>- Key Word Cards</li> <li>- Unit Worksheets</li> </ul> </li> </ul>
Identify long vowel sounds to decode words OK.ELA.1.2.PWS.1.D	<ul style="list-style-type: none"> <li>• Song: Sneaky Magic E; Eensy, Weensy, Mouse; Vowels Side By Side</li> <li>• Word Mastery</li> <li>• Letter Sound</li> <li>• Key Word Match</li> <li>• Word Construction</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Readable Books/Letter Patterns</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Digraphs:-tch, ch</li> <li>- Pattern Word Games</li> <li>- Reading Tricks</li> <li>- Word Building Activity</li> <li>- Letter Cards</li> <li>- Key Word Cards</li> <li>- Unit Worksheets</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Study <i>continued</i></b>		
Identify long vowel sounds to decode words OK.ELA.1.2.PWS.2.A	<ul style="list-style-type: none"> <li>• Song: Sneaky Magic E; Eensy, Weensy, Mouse; Vowels Side By Side</li> <li>• Word Mastery</li> <li>• Letter Sound</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Word Construction</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Readable Books/Letter Patterns</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Digraphs:-tch, ch</li> <li>- Pattern Word Games</li> <li>- Reading Tricks</li> <li>- Word Building Activity</li> <li>- Letter Cards</li> <li>- Key Word Cards</li> <li>- Unit Worksheets</li> </ul> </li> </ul>
Decode V-CV / VC-V words by chunking OK.ELA.1.2.PWS.2.A	<ul style="list-style-type: none"> <li>• Pattern Hunt</li> <li>• Word Construction</li> <li>• Say and Trace</li> <li>• Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>• Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.                             <ul style="list-style-type: none"> <li>- Reading Trick: Key Word Match</li> <li>- Reading Trick: Pattern Hunt</li> <li>- Reading Trick: Mystery Word</li> </ul> </li> </ul>
Decode words by chunking into syllables OK.ELA.1.2.PWS.1.C	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.                             <ul style="list-style-type: none"> <li>- Reading Trick: Key Word Match</li> <li>- Reading Trick: Pattern Hunt</li> <li>- Reading Trick: Mystery Word</li> </ul> </li> </ul>
Decode grade-appropriate 2-syllable compounds OK.ELA.1.2.PWS.2.C	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> <li>• Watch Me Read</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Study <i>continued</i></b>		
Read familiar base words with common inflections OK.ELA.1.2.PWS.2.B	<ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let’s Compare; The Three Sounds of -ED</li> <li>• Suffixes</li> <li>• Comparatives</li> </ul>	<ul style="list-style-type: none"> <li>• Inflectional endings.pdf: Read words with inflectional endings.                             <ul style="list-style-type: none"> <li>- Pattern Word Building: Double the Letter</li> <li>- Language Concept: Plural Nouns</li> </ul> </li> </ul>
Use knowledge of word parts to define words OK.ELA.1.2.PWS.2.B	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter</li> <li>• Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw’s Chorus</li> <li>• Rusty and Rosy’s Clues</li> <li>• Look For a Clue</li> <li>• Use a Clue</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>
Engage strategies to clarify word meaning OK.ELA.1.2.PWS	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter</li> <li>• Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw’s Chorus</li> <li>• Rusty and Rosy’s Clues</li> <li>• Look For a Clue</li> <li>• Use a Clue</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.                             <ul style="list-style-type: none"> <li>- Can Matilda Get the Cheese?</li> <li>- What Is in the Tree?</li> <li>- Will You Play with Me?</li> </ul> </li> <li>• Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use.                             <ul style="list-style-type: none"> <li>- Making Connections</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Fluency</b>		
Read grade-level sight words automatically OK.ELA.1.2.F	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
Read grade-level sight words automatically OK.ELA.1.2.F.1	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
Read aloud with appropriate expression OK.ELA.1.2.F	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> <li>• Fluency Speed</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> </ul>
Read aloud with appropriate expression OK.ELA.1.2.F.2	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> <li>• Fluency Speed</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> </ul>
<b>Reading and Writing Process: Reading Process</b>		
Understand how various reading materials differ OK.ELA.1.2.R.2	<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 (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                             <ul style="list-style-type: none"> <li>- Text Type Activity — Narrative Text</li> <li>- Text Type Activity — Informational Text</li> <li>- How to Grow a Garden</li> </ul> </li> </ul>
Compare various informational materials OK.ELA.1.2.R.2	<ul style="list-style-type: none"> <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>• 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>



OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Critical Reading and Writing: Critical Reading</b>		
Answer simple questions about key details OK.ELA.1.3.R.4	<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.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>
Ask and answer 5W questions in text OK.ELA.1.3.R.4	<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>• 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>
Compare storybooks and informational books OK.ELA.1.3.R.1	<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 stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                             <ul style="list-style-type: none"> <li>- Text Type Activity —Narrative Text</li> <li>- Text Type Activity — Informational Text</li> <li>- How to Grow a Garden</li> </ul> </li> </ul>
Describe key events in a story using key details OK.ELA.1.3.R.3.B	<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>• Describe the story.pdf: Describe characters, settings, and major events in a story, using key details.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> </ul> </li> </ul>
<b>Vocabulary: Reading</b>		
Use acquired vocabulary including conjunctions OK.ELA.1.4.R.1	<ul style="list-style-type: none"> <li>• Reading Detective (Build Vocabulary)</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary: Reading <i>continued</i></b>		
<p>Use knowledge of word parts to define words OK.ELA.1.4.R.2</p>	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter</li> <li>• Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw’s Chorus</li> <li>• Rusty and Rosy’s Clues</li> <li>• Look For a Clue</li> <li>• Use a Clue</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> <li>- Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>- Affixes and Inflections</li> </ul> </li> </ul>
<p>Engage strategies to clarify word meaning OK.ELA.1.4.R.3</p>	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter</li> <li>• Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw’s Chorus</li> <li>• Rusty and Rosy’s Clues</li> <li>• Look For a Clue</li> <li>• Use a Clue</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.                             <ul style="list-style-type: none"> <li>- Can Matilda Get the Cheese?</li> <li>- What Is in the Tree?</li> <li>- Will You Play with Me?</li> <li>- Defining words.pdf: Define words by category and by one or more key attributes.</li> <li>- Sorting Objects</li> <li>- Identify real-life connections.pdf: Identify real-life connections between words and their use.</li> <li>- Making Connections</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Multimodal Literacies: Reading</b>		
Compare various informational materials OK.ELA.1.7.R.2	<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>Independent Reading and Writing: Independent Reading</b>		
Read independently for a sustained period OK.ELA.1.8.R.1	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Fluency, Comprehension, and Speed Books</li> <li>Informational Books</li> <li>Readable Books (See titles at end of document.)</li> </ul>	
<b>GRADE 2</b>		
<b>Reading Foundations: Phonics and Word Study</b>		
Identify the CVCe pattern in a word OK.ELA.2.2.PWS.1.E	<ul style="list-style-type: none"> <li>Song: Sneaky Magic E</li> <li>Pattern Hunt</li> <li>Word Pattern Spelling</li> <li>Spell and Blend</li> <li>Word Construction</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words.                             <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> </ul> </li> </ul>
Note spelling patterns of final consonant blends OK.ELA.2.2.PWS.1.B	<ul style="list-style-type: none"> <li>Song: Double the Fun; Consonants Together</li> <li>Double the Fun</li> <li>Word Pattern</li> <li>Spell and Blend</li> <li>Word Blending</li> <li>Say and Trace</li> <li>Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Study <i>continued</i></b>		
Decode words with long vowel digraphs OK.ELA.2.2.PWS.1.E	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E; Eensy, Weensy Mouse</li> <li>• Word Construction</li> <li>• Word Pattern</li> <li>• Pattern Hunt</li> <li>• Word Blending</li> <li>• Word Mastery Games</li> <li>• Mystery Words</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
Decode words with long vowel digraphs OK.ELA.2.2.PWS.2.A	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E; Eensy, Weensy Mouse</li> <li>• Word Construction</li> <li>• Word Pattern</li> <li>• Pattern Hunt</li> <li>• Word Blending</li> <li>• Word Mastery Games</li> <li>• Mystery Words</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
Distinguish short / long vowel sounds to read OK.ELA.2.2.PWS.1.D	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Readable Word Play</li> <li>• Spelling Exploration</li> <li>• Word Recognition</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/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /ī /</li> <li>- Lesson 3: /ū/</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
Identify r-controlled vowel in spoken words OK.ELA.2.2.PWS.1.D	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R</li> <li>• Spell and Blend</li> <li>• Power Words</li> <li>• Word Play</li> <li>• All-Star Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: /ar/; /er/; /or/</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Study <i>continued</i></b>		
Decode words with diphthongs OK.ELA.2.2.PWS.1.E	<ul style="list-style-type: none"> <li>• Songs: Eensy, Weensy Mouse; Vowels Side by Side</li> <li>• Key Word Match</li> <li>• Word Construction</li> <li>• Word Pattern</li> <li>• Pattern Hunt</li> <li>• Word Blending</li> <li>• Word Mastery Games</li> <li>• Mystery Words</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
Decode multisyllable grade-level words OK.ELA.2.2.PWS.2.A	<ul style="list-style-type: none"> <li>• Word Recognition</li> <li>• Automatic Word Recognition</li> <li>• Power Words</li> <li>• Readable Books</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
Read words with same sound, different spelling OK.ELA.2.2.PWS.3	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Word Recognition</li> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
Use root words to decode / predict word meaning OK.ELA.2.2.PWS.2.F	<ul style="list-style-type: none"> <li>• Songs: Let’s Compare; Put It at the Front; Put It at the End;Key Words</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Using the root word to determine meaning. pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Study <i>continued</i></b>		
Use root words to decode / predict word meaning OK.ELA.2.2.PWS.2.B	<ul style="list-style-type: none"> <li>• Songs: Let’s Compare; Put It at the Front; Put It at the End;Key Words</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Using the root word to determine meaning. pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
<b>Reading Foundations: Fluency</b>		
Read with increasing fluency and expression OK.ELA.2.2.F.2	<ul style="list-style-type: none"> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> <li>• Read-Along Books</li> <li>• Fluency, Speed, and Comprehension Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
<b>Reading and Writing Process: Reading Process</b>		
Identify what key details explain in text OK.ELA.2.2.R.1	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up—Five W’s</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>
Describe overall structure of a story OK.ELA.2.2.R.3	<ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Sum Up—Remember Order</li> <li>• Map the Story</li> </ul>	
Compare genres of poetry, plays, and fiction OK.ELA.2.2.R.2	<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>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Critical Reading and Writing: Critical Reading</b>		
Ask / answer 5W questions in literary text OK.ELA.2.3.R.7	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up—Five W’s</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>
Ask / answer 5W questions in informational text OK.ELA.2.3.R.7	<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>
Identify what key details explain in text OK.ELA.2.3.R.5	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up—Five W’s</li> <li>• Compare Characters</li> <li>• Map the Story</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>
Use key details to describe characters OK.ELA.2.3.R.3.C	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters: Why Wind and Water Fight</li> <li>• Sum Up—Five W’s</li> </ul>	
Describe overall structure of a story OK.ELA.2.3.R.6	<ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Sum Up—Remember Order</li> <li>• Map the Story</li> </ul>	
Describe how characters respond to events OK.ELA.2.3.R.3.D	<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 characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges.                             <ul style="list-style-type: none"> <li>- What if You Were an Octopus?</li> <li>- Why Wind and Water Fight</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Critical Reading and Writing: Critical Reading <i>continued</i></b>		
Identify the use / meaning of figurative language OK.ELA.2.3.R.4	<ul style="list-style-type: none"> <li>Books: Poetry Book 1; Poetry Book 2</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.                             <ul style="list-style-type: none"> <li>Poetry Book 1</li> <li>Poetry Book 2</li> <li>Bad News Shoes</li> <li>Movin' to the Music Time</li> <li>Winter Snoozers</li> </ul> </li> </ul>
Recognize author's use of sensory language OK.ELA.2.3.R.4	<ul style="list-style-type: none"> <li>Books: Bad News Shoes; I Hate Peas; Movin' to the Music; Poetry Book 1; Poetry Book 2</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.                             <ul style="list-style-type: none"> <li>Poetry Book 1</li> <li>Poetry Book 2</li> <li>Bad News Shoes</li> <li>Movin' to the Music Time</li> <li>Winter Snoozers</li> </ul> </li> </ul>
Identify the author's description or response OK.ELA.2.3.R.1	<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>



OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary: Reading</b>		
Use acquired vocabulary including descriptives OK.ELA.2.4.R.1	<ul style="list-style-type: none"> <li>• Reading Detective (Build Vocabulary)</li> </ul>	
Use word parts to decode / predict word meaning OK.ELA.2.4.R.2	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi's Perimeter</li> <li>• Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus</li> <li>• Rusty and Rosy's Clues</li> <li>• Look For a Clue</li> <li>• Use a Clue</li> </ul>	<ul style="list-style-type: none"> <li>• Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.                             <ul style="list-style-type: none"> <li>- Comparatives</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>
Use root words to decode / predict word meaning OK.ELA.2.4.R.2	<ul style="list-style-type: none"> <li>• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words</li> <li>• Comparatives</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.                             <ul style="list-style-type: none"> <li>- Comparatives</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>
Determine meaning of homophones / homographs OK.ELA.2.4.R.4	<ul style="list-style-type: none"> <li>• Song: Homophone Monkey</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Independent Reading and Writing: Independent Reading</b>		
Identify purpose for reading on-level texts OK.ELA.2.8.R.1	<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>• Reading Check.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>
Read regularly and independently OK.ELA.2.8.R.1	<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>• Reading check_1.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- 30 Online books with Comprehension Discussion Activities</li> </ul> </li> </ul>
<b>GRADE 3</b>		
<b>Reading Foundations: Phonics and Word Study</b>		
Decode words by identifying syllable patterns OK.ELA.3.2.PWS.2.A	<p><i>Curriculet Books:</i></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters wild; it</li> <li>• Sarah, Plain and Tall: Chapter 1</li> <li>• Ella Enchanted: Chapters 6; 17</li> <li>• Coraline: Chapter IV</li> <li>• Matilda: Chapters: The Hat and the Superglue; The First Miracle</li> <li>• The Secret Garden: Chapters 9; 11; 12; 20</li> <li>• Ruby Holler: Chapters 10; 64</li> <li>• Hope Solo: My Story: Chapters 7; 9</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Study <i>continued</i></b>		
Decode words by identifying syllable patterns OK.ELA.3.2.PWS.2.A	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters wild; it</li> <li>• Sarah, Plain and Tall: Chapter 1</li> <li>• Ella Enchanted: Chapters 6; 17</li> <li>• Coraline: Chapter IV</li> <li>• Matilda: Chapters: The Hat and the Superglue; The First Miracle</li> <li>• The Secret Garden: Chapters 9; 11; 12; 20</li> <li>• Ruby Holler: Chapters 10; 64</li> <li>• Hope Solo: My Story: Chapters 7; 10</li> </ul>	
Use context clues to define academic words OK.ELA.3.2.PWS.3	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters mack; not right</li> <li>• Sarah, Plain and Tall: Chapter 4</li> <li>• Coraline: Chapter VIII</li> <li>• Matilda: Chapters Miss Honey; The Weekly Test</li> <li>• The Secret Garden: Chapters 10; 11; 15; 17</li> <li>• Satch and Me: 2; 7; 13</li> <li>• Ruby Holler: Chapters 14; 44</li> <li>• Hope Solo: My Story: Chapters 2; 16</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Find Related Books; Read with Expression; Discover Vocabulary Through Content</li> <li>• Coraline: Read with Expression; Sing Songs with Fluency; Read Dialogue</li> <li>• The Secret Garden: Reading Fluently with Punctuation; Reading with Emotion; Understanding Suffixes</li> <li>• Satch and Me: Reading with Expression; Reading with Different Tones; Understanding Accents</li> <li>• Ruby Holler: Read with Expression; Partner Read; Questions for Unknown Words</li> <li>• Sarah Plain and Tall: Oral Reading of Skylark; Create a Word Wall</li> <li>• Ella Enchanted: Reading Dialogue; Fluency Strategies; Explaining How to Use Context Clues</li> <li>• Matilda: Reading for a Purpose; Reading with Expression; Determine the Meaning of Unknown Words</li> <li>• Hope Solo: My Story: Reading Fluently; Reading with Expression; Multiple Meaning Words</li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Fluency</b>		
<p>Read sight words automatically OK.ELA.3.2.F.1</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters mack; not right</li> <li>• Sarah, Plain and Tall: Chapter 4</li> <li>• Coraline: Chapter VIII</li> <li>• Matilda: Chapters Miss Honey; The Weekly Test</li> <li>• The Secret Garden: Chapters 10; 11; 15; 17</li> <li>• Satch and Me: 2; 7; 13</li> <li>• Ruby Holler: Chapters 14; 44</li> <li>• Hope Solo: My Story: Chapters 2; 16</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Find Related Books; Read with Expression; Discover Vocabulary Through Content</li> <li>• Coraline: Read with Expression; Sing Songs with Fluency; Read Dialogue</li> <li>• The Secret Garden: Reading Fluently with Punctuation; Reading with Emotion; Understanding Suffixes</li> <li>• Satch and Me: Reading with Expression; Reading with Different Tones; Understanding Accents</li> <li>• Ruby Holler: Read with Expression; Partner Read; Questions for Unknown Words</li> <li>• Sarah Plain and Tall: Oral Reading of Skylark; Create a Word Wall</li> <li>• Ella Enchanted: Reading Dialogue; Fluency Strategies; Explaining How to Use Context Clues</li> <li>• Matilda: Reading for a Purpose; Reading with Expression; Determine the Meaning of Unknown Words</li> <li>• Hope Solo: My Story: Reading Fluently; Reading with Expression; Multiple Meaning Words</li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Fluency <i>continued</i></b>		
<p>Read texts aloud smoothly with expression OK.ELA.3.2.F.2</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters mack; not right</li> <li>• Sarah, Plain and Tall: Chapter 4</li> <li>• Coraline: Chapter VIII</li> <li>• Matilda: Chapters Miss Honey; The Weekly Test</li> <li>• The Secret Garden: Chapters 10; 11; 15; 17</li> <li>• Satch and Me: 2; 7; 13</li> <li>• Ruby Holler: Chapters 14; 44</li> <li>• Hope Solo: My Story: Chapters 2; 16</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Find Related Books; Read with Expression; Discover Vocabulary Through Content</li> <li>• Coraline: Read with Expression; Sing Songs with Fluency; Read Dialogue</li> <li>• The Secret Garden: Reading Fluently with Punctuation; Reading with Emotion; Understanding Suffixes</li> <li>• Satch and Me: Reading with Expression; Reading with Different Tones; Understanding Accents</li> <li>• Ruby Holler: Read with Expression; Partner Read; Questions for Unknown Words</li> <li>• Sarah Plain and Tall: Oral Reading of Skylark; Create a Word Wall</li> <li>• Ella Enchanted: Reading Dialogue; Fluency Strategies; Explaining How to Use Context Clues</li> <li>• Matilda: Reading for a Purpose; Reading with Expression; Determine the Meaning of Unknown Words</li> <li>• Hope Solo: My Story: Reading Fluently; Reading with Expression; Multiple Meaning Words</li> </ul>
<b>Reading and Writing Process: Reading Process</b>		
<p>Use sequence words to describe order of events OK.ELA.3.2.R.3</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• Coraline</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Continue the Story</li> <li>• Coraline: Story from a Different Character's Viewpoint</li> <li>• The Secret Garden: A Secret Place</li> <li>• Satch and Me: Write an Epilogue</li> <li>• Ruby Holler: Trip Stories</li> <li>• Sarah Plain and Tall: Story Extension</li> <li>• Ella Enchanted: Story Extension</li> <li>• Matilda: Accomplishing a Goal</li> <li>• Hope Solo: My Story: Narrative Writing About Meeting Hope Solo</li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading and Writing Process: Reading Process <i>continued</i></b>		
Find the moral of a story and how it's shown OK.ELA.3.2.R.1	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters vine; babies; a new beginning; a bad dream; good-bye</li> <li>• Ella Enchanted: Chapters 6; 13; 14; 15</li> <li>• Coraline: Chapter VI</li> <li>• Matilda: Chapters The Platinum-Blond Man; Miss Honey; Bruce Bogtrotter and the Cake; The Names; A New Home</li> <li>• The Secret Garden: Chapters 14; 16; 20; 21; 24; 26; 27</li> <li>• Satch and Me: Chapters 7; 8; 18</li> <li>• Ruby Holler: Chapters 7; 60</li> </ul>	
Compare different forms of informational text OK.ELA.3.2.R.2	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• Hope Solo: My Story: Chapters 5; 8; 15</li> </ul>	
Explain how key details support the main idea OK.ELA.3.2.R.1	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters vine; babies; a new beginning; a bad dream; good-bye</li> <li>• Ella Enchanted: Chapters 6; 13; 14; 15</li> <li>• Coraline: Chapter VI</li> <li>• Matilda: Chapters The Platinum-Blond Man; Miss Honey; Bruce Bogtrotter and the Cake; The Names; A New Home</li> <li>• The Secret Garden: Chapters 14; 16; 20; 21; 24; 26; 27</li> <li>• Satch and Me: Chapters 7; 8; 18</li> <li>• Ruby Holler: Chapters 7; 60</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Critical Reading and Writing: Critical Reading</b>		
<p>Explain how characters' actions affect events OK.ELA.3.3.R.3.D</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters arrival; introductions; not-tag</li> <li>• Ella Enchanted: Chapters 4; 9; 15; 23; 26; 27</li> <li>• Coraline: Chapter I</li> <li>• Matilda: Chapters The Reader of Books; Mr. Wormwood, the Great Car Dealer; The Ghost; Miss Honey; The Parents; The Weekly Test; The Second Miracle; Miss Honey's Cottage</li> <li>• The Secret Garden: Chapters 1; 7; 12; 13; 14; 21; 22; 26</li> <li>• Satch and Me: Chapters 5; 9; 10; 15</li> <li>• Ruby Holler: Chapters 13; 19; 22; 30; 66</li> </ul>	
<p>Draw conclusions about information or events OK.ELA.3.3.R.7</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters the littlest big top on earth; change; elephant jokes; crying; protesters; click</li> <li>• Sarah, Plain and Tall: Chapter 1</li> <li>• Ella Enchanted: Chapters 1; 4; 19; 21; 24; 29</li> <li>• Coraline: Chapters II; XI; XII</li> <li>• Matilda: Chapters: Arithmetic; The Platinum-Blond Man; The Parents; Bruce Bogtrotter and the Cake; Lavender; Miss Honey's Cottage; Miss Honey's Story; The Third Miracle</li> <li>• The Secret Garden: Chapters 4; 9; 11; 13; 14; 21; 23; 24; 27</li> <li>• Satch and Me: Chapter 16</li> <li>• Ruby Holler: Chapters 16; 24; 25; 27; 34; 61</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Critical Reading and Writing: Critical Reading <i>continued</i></b>		
Find the moral of a story and how it's shown OK.ELA.3.3.R.3.E	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters vine; babies; a new beginning; a bad dream; good-bye</li> <li>• Ella Enchanted: Chapters 6; 13; 14; 15</li> <li>• Coraline: Chapter VI</li> <li>• Matilda: Chapters The Platinum-Blond Man; Miss Honey; Bruce Bogtrotter and the Cake; The Names; A New Home</li> <li>• The Secret Garden: Chapters 14; 16; 20; 21; 24; 26; 27</li> <li>• Satch and Me: Chapters 7; 8; 18</li> <li>• Ruby Holler: Chapters 7; 60</li> </ul>	
Distinguish author's opinion from one's own OK.ELA.3.3.R.2	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters awakening; a new tv</li> <li>• Sarah, Plain and Tall: Chapters 1; 3; 8</li> <li>• Ella Enchanted: Chapters 1; 17; 24</li> <li>• Coraline: Chapters IV; X</li> <li>• Matilda: Chapters: The Hat and the Superglue; Throwing the Hammer; A New Home</li> <li>• The Secret Garden: Chapters 4; 9; 18</li> <li>• Satch and Me: Chapter 10</li> <li>• Ruby Holler: Chapters 6; 50</li> <li>• Hope Solo: My Story: Chapter 17</li> </ul>	
<b>Vocabulary: Reading</b>		
Infer how grade-level affixes alter word meaning OK.ELA.3.4.R.2	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter the nature show</li> <li>• Sarah, Plain and Tall: Chapter 8</li> <li>• Ella Enchanted: Chapters 18; 21; 27</li> <li>• Coraline: Chapters VIII; IX</li> <li>• Matilda: Chapters: Arithmetic; Throwing the Hammer; The Weekly Test</li> <li>• The Secret Garden; Chapters 4; 6; 7; 10; 11; 19</li> <li>• Satch and Me: Chapter 17</li> <li>• Ruby Holler: Chapters 5; 40; 41</li> <li>• Hope Solo: My Story: Chapter 2</li> </ul>	



OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary: Reading <i>continued</i></b>		
Use glossaries to clarify key words and phrases OK.ELA.3.4.R.5	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter the nature show</li> <li>• Sarah, Plain and Tall: Chapter 8</li> <li>• Ella Enchanted: Chapters 18; 21; 27</li> <li>• Coraline: Chapters VIII; IX</li> <li>• Matilda: Chapters: Arithmetic; Throwing the Hammer; The Weekly Test</li> <li>• The Secret Garden; Chapters 4; 6; 7; 10; 11; 19</li> <li>• Satch and Me: Chapter 17</li> <li>• Ruby Holler: Chapters 5; 40; 41</li> <li>• Hope Solo: My Story: Chapter 2</li> </ul>	
Use grade-appropriate vocabulary correctly OK.ELA.3.4.R.1	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter a hit</li> <li>• Sarah, Plain and Tall: Chapters 5; 9</li> <li>• Ella Enchanted: Chapter 12</li> <li>• Coraline: Chapters I; VII</li> <li>• Matilda: Chapters: Mr. Wormwood, the Great Car Dealer; Miss Honey; The Weekly Test; A New Home</li> <li>• The Secret Garden: Chapter 13</li> <li>• Satch and Me: Chapter 18</li> <li>• Ruby Holler: Chapters 4; 23</li> <li>• Hope Solo: My Story: Chapter 10</li> </ul>	
Use context clues to define academic words OK.ELA.3.4.R.3	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter names</li> <li>• Ella Enchanted: Chapters 2; 25</li> <li>• Coraline: Chapters V; X</li> <li>• Matilda: Chapters The Trunchbull; Bruce Bogtrotter and the Cake</li> <li>• The Secret Garden: Chapters 5; 8; 10</li> <li>• Satch and Me: Chapters 4; 6; 11</li> <li>• Ruby Holler: Chapters 15; 24</li> <li>• Hope Solo: My Story: Chapters 7; 12; 14; 19</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Multimodal Literacies: Reading</b>		
Use text features to find information quickly OK.ELA.3.7.R.1	<i>Curriculet Book:</i> • Hope Solo: My Story: Chapters 1; 10; 22	
<b>Independent Reading and Writing: Independent Reading</b>		
Identify purpose for reading and comprehend text OK.ELA.3.8.R.1	<i>Curriculet Books:</i> • The One and Only Ivan: Chapters mack; not right • Sarah, Plain and Tall: Chapter 4 • Coraline: Chapter VIII • Matilda: Chapters Miss Honey; The Weekly Test • The Secret Garden: Chapters 10; 11; 15; 17 • Satch and Me: 2; 7; 13 • Ruby Holler: Chapters 14; 44 • Hope Solo: My Story: Chapters 2; 16	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Find Related Books; Read with Expression; Discover Vocabulary Through Content</li> <li>• Coraline: Read with Expression; Sing Songs with Fluency; Read Dialogue</li> <li>• The Secret Garden: Reading Fluently with Punctuation; Reading with Emotion; Understanding Suffixes</li> <li>• Satch and Me: Reading with Expression; Reading with Different Tones; Understanding Accents</li> <li>• Ruby Holler: Read with Expression; Partner Read; Questions for Unknown Words</li> <li>• Sarah Plain and Tall: Oral Reading of Skylark; Create a Word Wall</li> <li>• Ella Enchanted: Reading Dialogue; Fluency Strategies; Explaining How to Use Context Clues</li> <li>• Matilda: Reading for a Purpose; Reading with Expression; Determine the Meaning of Unknown Words</li> <li>• Hope Solo: My Story: Reading Fluently; Reading with Expression; Multiple Meaning Words</li> </ul>
Read regularly and independently OK.ELA.3.8.R.1	<i>Curriculet Books:</i> • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 4</b>		
<b>Independent Reading and Writing: Independent Reading</b>		
Use letter sounds to read words in context OK.ELA.4.2.PWS.1	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #33; #89</li> <li>• Bridge to Terabithia: Chapters 6; 9</li> <li>• Bud, Not Buddy: Chapters 2; 13; 16</li> <li>• Hoot: Chapter 21</li> <li>• James and the Giant Peach: Chapters 12; 17; 28</li> <li>• The Graveyard Book: Chapters 3; 4; 7</li> <li>• One Thousand Paper Cranes: Chapters 3; 7</li> <li>• Eight Keys: Homework #7; 320</li> <li>• When You Reach Me: Chapters 19; 51</li> </ul>	
Read unfamiliar multisyllabic words in isolation OK.ELA.4.2.PWS.1	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #33; #89</li> <li>• Bridge to Terabithia: Chapters 6; 9</li> <li>• Bud, Not Buddy: Chapters 2; 13; 16</li> <li>• Hoot: Chapter 21</li> <li>• James and the Giant Peach: Chapters 12; 17; 28</li> <li>• The Graveyard Book: Chapters 3; 4; 7</li> <li>• One Thousand Paper Cranes: Chapters 3; 7</li> <li>• Eight Keys: Homework #7; 320</li> <li>• When You Reach Me: Chapters 19; 51</li> </ul>	
Use letter sounds to read words in isolation OK.ELA.4.2.PWS.1	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #33; #89</li> <li>• Bridge to Terabithia: Chapters 6; 9</li> <li>• Bud, Not Buddy: Chapters 2; 13; 16</li> <li>• Hoot: Chapter 21</li> <li>• James and the Giant Peach: Chapters 12; 17; 28</li> <li>• The Graveyard Book: Chapters 3; 4; 7</li> <li>• One Thousand Paper Cranes: Chapters 3; 7</li> <li>• Eight Keys: Homework #7; 320</li> <li>• When You Reach Me: Chapters 19; 51</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Independent Reading and Writing: Independent Reading <i>continued</i></b>		
Use word morphology to read words in isolation OK.ELA.4.2.PWS.1	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #33; #89</li> <li>• Bridge to Terabithia: Chapters 6; 9</li> <li>• Bud, Not Buddy: Chapters 2; 13; 16</li> <li>• Hoot: Chapter 21</li> <li>• James and the Giant Peach: Chapters 12; 17; 28</li> <li>• The Graveyard Book: Chapters 3; 4; 7</li> <li>• One Thousand Paper Cranes: Chapters 3; 7</li> <li>• Eight Keys: Homework #7; 320</li> <li>• When You Reach Me: Chapters 19; 51</li> </ul>	
Use knowledge of word parts to predict meaning OK.ELA.4.2.PWS.1	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #33; #89</li> <li>• Bridge to Terabithia: Chapters 6; 9</li> <li>• Bud, Not Buddy: Chapters 2; 13; 16</li> <li>• Hoot: Chapter 21</li> <li>• James and the Giant Peach: Chapters 12; 17; 28</li> <li>• The Graveyard Book: Chapters 3; 4; 7</li> <li>• One Thousand Paper Cranes: Chapters 3; 7</li> <li>• Eight Keys: Homework #7; 320</li> <li>• When You Reach Me: Chapters 19; 51</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Fluency</b>		
<p>Read on-level prose and poetry with expression OK.ELA.4.2.F</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #66; #109; #118</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy: Chapters 5; 11; 18</li> <li>• Hoot: Chapters 2; 15</li> <li>• James and the Giant Peach: Chapters 2; 18</li> <li>• The Graveyard Book: Chapter 5</li> <li>• One Thousand Paper Cranes: Chapter 8</li> <li>• Eight Keys: Homework #28</li> <li>• When You Reach Me: Chapter 25</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Understanding Grammar When Reading; Strategies for Comprehension</li> <li>• The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms</li> <li>• One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms</li> <li>• Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading</li> <li>• Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words</li> <li>• Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words</li> <li>• James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words</li> <li>• When You Reach Me: Reading Dialogue; Understanding Reading Rate</li> <li>• Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading</li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Fluency <i>continued</i></b>		
<p>Read on-level prose and poetry with expression OK.ELA.4.2.F.2</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #66; #109; #118</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy: Chapters 5; 11; 18</li> <li>• Hoot: Chapters 2; 15</li> <li>• James and the Giant Peach: Chapters 2; 18</li> <li>• The Graveyard Book: Chapter 5</li> <li>• One Thousand Paper Cranes: Chapter 8</li> <li>• Eight Keys: Homework #28</li> <li>• When You Reach Me: Chapter 26</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Understanding Grammar When Reading; Strategies for Comprehension</li> <li>• The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms</li> <li>• One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms</li> <li>• Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading</li> <li>• Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words</li> <li>• Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words</li> <li>• James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words</li> <li>• When You Reach Me: Reading Dialogue; Understanding Reading Rate</li> <li>• Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading</li> </ul>

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Fluency <i>continued</i></b>		
Read on-level prose and poetry with expression OK.ELA.4.2.F.1	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #66; #109; #118</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy: Chapters 5; 11; 18</li> <li>• Hoot: Chapters 2; 15</li> <li>• James and the Giant Peach: Chapters 2; 18</li> <li>• The Graveyard Book: Chapter 5</li> <li>• One Thousand Paper Cranes: Chapter 8</li> <li>• Eight Keys: Homework #28</li> <li>• When You Reach Me: Chapter 27</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Understanding Grammar When Reading; Strategies for Comprehension</li> <li>• The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms</li> <li>• One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms</li> <li>• Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading</li> <li>• Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words</li> <li>• Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words</li> <li>• James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words</li> <li>• When You Reach Me: Reading Dialogue; Understanding Reading Rate</li> <li>• Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading</li> </ul>
<b>Reading and Writing Process: Reading Process</b>		
Describe traits of various informational texts OK.ELA.4.2.R.2	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Introduction</li> </ul>	
Explain main idea and how it is supported OK.ELA.4.2.R.1	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapters 5; 10; 11</li> </ul>	
Integrate information from texts on a topic OK.ELA.4.2.R.2	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapter 7</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Critical Reading and Writing: Critical Reading</b>		
Describe setting and analyze its contribution OK.ELA.4.3.R.3.A	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #8; #10; #14; #21; #26; #30; #36; #47; #61; #70; #102; #107; #111</li> <li>• Bridge to Terabithia: Chapters 2; 5; 8; 10; 12</li> <li>• Bud, Not Buddy: Chapters 2; 8; 9; 11; 12; 14; 16; 17</li> <li>• Hoot: Chapters 10; 11; 12; 15; 19</li> <li>• James and the Giant Peach: Chapter 14; 24; 26</li> <li>• The Graveyard Book: Chapters 2; 4; 5; 6</li> <li>• Eight Keys: Homework #8; #16; #18; #24</li> <li>• When You Reach Me: Chapters 4; 5; 20; 35; 40; 44; 48; 52</li> </ul>	
Describe how events in plot build on one another OK.ELA.4.3.R.3.B	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #8; #10; #14; #21; #26; #30; #36; #47; #61; #70; #102; #107; #111</li> <li>• Bridge to Terabithia: Chapters 2; 5; 8; 10; 12</li> <li>• Bud, Not Buddy: Chapters 2; 8; 9; 11; 12; 14; 16; 17</li> <li>• Hoot: Chapters 10; 11; 12; 15; 19</li> <li>• James and the Giant Peach: Chapter 14; 24; 26</li> <li>• The Graveyard Book: Chapters 2; 4; 5; 6</li> <li>• Eight Keys: Homework #8; #16; #18; #24</li> <li>• When You Reach Me: Chapters 4; 5; 20; 35; 40; 44; 48; 53</li> </ul>	
Compare narrative points of view in stories OK.ELA.4.3.R.2	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #43; #98</li> <li>• Bridge to Terabithia: Chapter 3</li> <li>• Bud, Not Buddy: Chapters 1; 6; 10; 11; 16; 19</li> <li>• Hoot: Chapters 1; 4; 9</li> <li>• James and the Giant Peach: Chapters 1; 16</li> <li>• The Graveyard Book: Chapter 1</li> <li>• Eight Keys; Homework #13; #14; #28</li> <li>• When You Reach Me: Chapter 15</li> </ul>	
Describe organization of an informational text OK.ELA.4.3.R.6	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Introduction</li> </ul>	



OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Critical Reading and Writing: Critical Reading <i>continued</i></b>		
Cite evidence about a literary text’s meaning OK.ELA.4.3.R.7	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>• Wonder: Homework #12; #15; #27; #33; #38; #49; #55; #82; #91; #96; #103; #113; #117; #121; #131</li> <li>• Bridge to Terabithia: Chapter 4</li> <li>• Bud, Not Buddy: Chapters 8; 10; 11; 14; 15</li> <li>• Hoot: Chapters 2; 8; 9; 13; 16</li> <li>• James and the Giant Peach: Chapters 7; 8; 23; 24</li> <li>• The Graveyard Book: Chapters 1; 3; 6; 7</li> <li>• Eight Keys: Homework #12; #16; #25; #31</li> <li>• When You Reach Me: Chapter 7; 17; 23; 32; 43</li> </ul>	
Recognize difference between fact and opinion OK.ELA.4.3.R.5	<b><i>Curriculet Book:</i></b> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapters 2; 4</li> </ul>	
Explain simple similes and metaphors OK.ELA.4.3.R.4	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>• Wonder: Homework #74; #110</li> <li>• Bridge to Terabithia: Chapters 1; 7</li> <li>• Bud, Not Buddy: Chapters 7; 14</li> <li>• Hoot: Chapters 2; 4; 8; 14; 17; 20</li> <li>• James and the Giant Peach: Chapters 8; 32</li> <li>• The Graveyard Book: Chapters 1; 4; 5; 7</li> <li>• One Thousand Paper Cranes: Chapter 6</li> <li>• Eight Keys: Homework #18; #22; #26</li> <li>• When You Reach Me: Chapters 18; 22; 26; 28; 31; 45; 46</li> </ul>	
Compare how stories approach similar themes OK.ELA.4.3.R.3.E	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>• Wonder: Homework #45; #62; #78; #104; #135</li> <li>• Bridge to Terabithia: Chapter 13</li> <li>• Bud, Not Buddy: Chapter 19</li> <li>• Hoot: Chapter 20</li> <li>• James and the Giant Peach: Chapters 25; 37</li> <li>• The Graveyard Book: Chapters 2; 8</li> <li>• Eight Keys: Homework #11; #16; #17; #19</li> </ul>	
Explain the author’s purpose OK.ELA.4.3.R.1	<b><i>Curriculet Book:</i></b> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapter 12</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary: Reading</b>		
Use knowledge of word parts to predict meaning OK.ELA.4.4.R.2	<b>Curriculet Books:</b> <ul style="list-style-type: none"> <li>• Wonder: Homework #28</li> <li>• Bridge to Terabithia: Chapters 4; 7</li> <li>• Bud, Not Buddy: Chapter 1</li> <li>• Hoot: Chapter 1</li> <li>• James and the Giant Peach: Chapters 22; 29</li> <li>• The Graveyard Book: Chapter 4</li> <li>• One Thousand Paper Cranes: Chapters 4; 10</li> <li>• Eight Keys: Homework #9; #13; #25</li> <li>• When You Reach Me: Chapters 2; 29</li> </ul>	
Tell how grade-appropriate synonyms differ OK.ELA.4.4.R.4	<b>Curriculet Books:</b> <ul style="list-style-type: none"> <li>• Wonder: Homework #17; #37; #60; #87; #101; #115; #132</li> <li>• Bridge to Terabithia: Chapter 5</li> <li>• Hoot: Chapter 16</li> <li>• James and the Giant Peach: Chapters 3; 28</li> <li>• The Graveyard Book: Chapter 3</li> <li>• One Thousand Paper Cranes: Chapter 1</li> <li>• Eight Keys: Homework #7; #20; #28</li> <li>• When You Reach Me: Chapters 11; 39; 50; 54</li> </ul>	
Use grade-appropriate vocabulary correctly OK.ELA.4.4.R.1	<b>Curriculet Books:</b> <ul style="list-style-type: none"> <li>• Bridge to Terabithia: Chapter 13</li> <li>• Bud, Not Buddy: Chapter 11</li> <li>• Hoot: Chapter 21</li> <li>• The Graveyard Book: Chapters 2; 3; 4</li> <li>• One Thousand Paper Cranes: Chapter 8</li> <li>• Eight Keys: Homework #18; #20; #23</li> </ul>	
Use multiple-meaning words / homophones correctly OK.ELA.4.4.R.4	<b>Curriculet Books:</b> <ul style="list-style-type: none"> <li>• Bridge to Terabithia: Chapter 13</li> <li>• Bud, Not Buddy: Chapter 11</li> <li>• Hoot: Chapter 21</li> <li>• The Graveyard Book: Chapters 2; 3; 4</li> <li>• One Thousand Paper Cranes: Chapter 8</li> <li>• Eight Keys: Homework #18; #20; #24</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Independent Reading and Writing: Independent Reading</b>		
Read regularly and independently OK.ELA.4.8.R.1	<i>Curriculet Books:</i> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• Hoot</li> <li>• James and the Giant Peach</li> <li>• The Graveyard Book</li> <li>• One Thousand Paper Cranes</li> <li>• Eight Keys</li> <li>• When You Reach Me</li> </ul>	
<b>GRADE 5</b>		
<b>Reading and Writing Process: Reading Process</b>		
Summarize a story, drama, or narrative poem OK.ELA.5.2.R.1	<i>Curriculet Books:</i> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters For the People; Coloring and La-La; Expert Colored Counting; The Third Thing; So; Be Eleven</li> <li>• Inside Out and Back Again: Homework #23; #41; #54; #89; #105; #107</li> <li>• Stargirl: Chapters 11; 13; 22; 26</li> <li>• Holes: Homework #15; #35; #45; #51; #57</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 2; 4; 11; 13</li> <li>• Souder: Chapters 3; 8</li> <li>• The City of Ember: Chapters 3; 4; 5; 11; 12; 14; 15; 18</li> <li>• Al Capone Does My Shirts: Homework #21; #28; #29; #32; #47; #51</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading and Writing Process: Reading Process <i>continued</i></b>		
Summarize text using main ideas and key details OK.ELA.5.2.R.1	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters For the People; Coloring and La-La; Expert Colored Counting; The Third Thing; So; Be Eleven</li> <li>• Inside Out and Back Again: Homework #23; #41; #54; #89; #105; #107</li> <li>• Stargirl: Chapters 11; 13; 22; 26</li> <li>• Holes: Homework #15; #35; #45; #51; #57</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 2; 4; 11; 13</li> <li>• Souder: Chapters 3; 8</li> <li>• The City of Ember: Chapters 3; 4; 5; 11; 12; 14; 15; 18</li> <li>• Al Capone Does My Shirts: Homework #21; #28; #29; #32; #47; #52</li> </ul>	
Compare characteristics of different genres OK.ELA.5.2.R.2	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• How Writers Work: Chapter 5</li> </ul>	
Compare different genres of informational text OK.ELA.5.2.R.2	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• How Writers Work: Chapter 5</li> </ul>	
<b>Critical Reading and Writing: Critical Reading</b>		
Cite evidence when explaining informational text OK.ELA.5.3.R.6	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• How Writers Work: Chapters 2; 3</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Critical Reading and Writing: Critical Reading <i>continued</i></b>		
Determine directly / indirectly stated themes OK.ELA.5.3.R.3	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters For the People; Coloring and La-La; Expert Colored Counting; The Third Thing; So; Be Eleven</li> <li>• Inside Out and Back Again: Homework #23; #41; #54; #89; #105; #107</li> <li>• Stargirl: Chapters 11; 13; 22; 26</li> <li>• Holes: Homework #15; #35; #45; #51; #57</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 2; 4; 11; 13</li> <li>• Souder: Chapters 3; 8</li> <li>• The City of Ember: Chapters 3; 4; 5; 11; 12; 14; 15; 18</li> <li>• Al Capone Does My Shirts: Homework #21; #28; #29; #32; #47; #51</li> </ul>	
Determine the meaning of figurative language OK.ELA.5.3.R.4	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Golden Gate Bridge; Eating Crow; Itsy Bitsy Spider; San Francisco Treat</li> <li>• Inside Out and Back Again: Homework #38; #71; #125</li> <li>• Stargirl: Chapters 18; 21; 23; 31; 32</li> <li>• Holes: Homework #31; #39; #42; #44; #47; #52</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 3; 6</li> <li>• The City of Ember: Chapters 2; 5; 7; 15; 17</li> <li>• Al Capone Does My Shirts: Homework #16; #38</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Critical Reading and Writing: Critical Reading <i>continued</i></b>		
Recognize effect of literary devices on a text OK.ELA.5.3.R.4	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Golden Gate Bridge; Eating Crow; Itsy Bitsy Spider; San Francisco Treat</li> <li>• Inside Out and Back Again: Homework #38; #71; #125</li> <li>• Stargirl: Chapters 18; 21; 23; 31; 32</li> <li>• Holes: Homework #31; #39; #42; #44; #47; #52</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 3; 6</li> <li>• The City of Ember: Chapters 2; 5; 7; 15; 17</li> <li>• Al Capone Does My Shirts: Homework #16; #39</li> </ul>	
Compare key plot events in a story or drama OK.ELA.5.3.R.3	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Collect Call; Breakfast Program; China Who; Glorious Hill</li> <li>• Inside Out and Back Again: Homework #16; #21; #47; #56; #73; #79; #91; #94; #110; #121</li> <li>• Stargirl: Chapters 17; 19; 31</li> <li>• Holes: Homework #13; #40</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 1; 3</li> <li>• Souder: Chapter 2</li> <li>• The City of Ember: Chapters 5; 7; 9; 13; 17; 18; 20</li> <li>• Al Capone Does My Shirts: Homework #14; #19; #40; #46</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Critical Reading and Writing: Critical Reading <i>continued</i></b>		
<p>Explain how narrators' point of view skews story OK.ELA.5.3.R.2</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Secret Agent Mother; Green Stucco House; Inseparable; Counting and Skimming; Wish We Had a Camera</li> <li>• Inside Out and Back Again: Homework #10; #12; #36; #61; #81; #93; #102</li> <li>• Stargirl: Chapters 3; 14; 27</li> <li>• Holes: Homework #9; #50; #52; #55</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 10</li> <li>• Souder: Chapter 2</li> <li>• The City of Ember: Chapters 3; 15</li> <li>• Al Capone Does My Shirts: Homework #29; #33; #34</li> </ul>	
<p>Compare authors' perspectives of same topic OK.ELA.5.3.R.7</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Collect Call; Glass of Water; Coloring and La-La</li> <li>• Inside Out and Back Again: Homework #68; #86</li> <li>• Stargirl: Chapters 11; 28</li> <li>• Holes: Homework #20; #58</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 12</li> <li>• Souder: Chapter 8</li> <li>• The City of Ember: Chapters 2; 19</li> <li>• Al Capone Does My Shirts: Homework #45</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary: Reading</b>		
<p>Use context clues to define academic words OK.ELA.5.4.R.3</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Stores of the No Sayers</li> <li>• Inside Out and Back Again: Homework #17; #46; #70; #100</li> <li>• Stargirl: Chapters Porcupine Necktie; 3</li> <li>• Holes: Homework #34; #53</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 8</li> <li>• How Writers Work: Chapter 2</li> <li>• Souder: Chapter 6</li> <li>• The City of Ember: Chapters 4; 7</li> <li>• Al Capone Does My Shirts: Homework #39</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Eating Bugs; Story Circle; Reread for Understanding</li> <li>• One Crazy Summer: Partner Reading</li> <li>• Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition</li> <li>• Holes: Reading with Italics; Reading Punctuation; Using Context Clues</li> <li>• Stargirl: Author’s Purpose; Read with Emotion; Using Context Clues</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Emoticons; Reading with Different Tones; Self-Monitoring While Reading</li> <li>• Al Capone Does My Shirts: Reading with Emotion; Using Context Clues</li> <li>• Souder: Reading Song Lyrics; Reading with Different Expressions; Adjusting Reading Rate</li> <li>• How Writers Work: Reading with Expression; Rereading for Understanding</li> </ul>
<p>Use word relationships to clarify word meanings OK.ELA.5.4.R.4</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Big Red S; San Francisco Treat; The Clark Sisters</li> <li>• Inside Out and Back Again: Homework #9; #90; #96; #97</li> <li>• Holes: Homework #15; #24; #36</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 1</li> <li>• The City of Ember: Chapters 1; 14; 16</li> <li>• Al Capone Does My Shirts: Homework #11; #12</li> </ul>	



OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary: Reading <i>continued</i></b>		
Use grade-appropriate vocabulary correctly OK.ELA.5.4.R.1	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Green Stucco House; Even the Earth Is a Revolutionary; Afua</li> <li>• Inside Out and Back Again: Homework #28; 33; 34; 113</li> <li>• Stargirl: Chapters 12; 17; 21</li> <li>• Holes: Homework #12</li> <li>• How Writers Work: Chapter 8</li> <li>• Sounder: Chapter 1</li> <li>• The City of Ember: Chapter 16</li> <li>• Al Capone Does My Shirts: Homework #13</li> </ul>	
<b>Independent Reading and Writing: Independent Reading</b>		
Identify purpose for reading on-level texts OK.ELA.5.8.R.1	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Stores of the No Sayers</li> <li>• Inside Out and Back Again: Homework #17; #46; #70; #100</li> <li>• Stargirl: Chapters Porcupine Necktie; 3</li> <li>• Holes: Homework #34; #53</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 8</li> <li>• How Writers Work: Chapter 2</li> <li>• Sounder: Chapter 6</li> <li>• The City of Ember: Chapters 4; 7</li> <li>• Al Capone Does My Shirts: Homework #39</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Eating Bugs; Story Circle; Reread for Understanding</li> <li>• One Crazy Summer: Partner Reading</li> <li>• Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition</li> <li>• Holes: Reading with Italics; Reading Punctuation; Using Context Clues</li> <li>• Stargirl: Author’s Purpose; Read with Emotion; Using Context Clues</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Emoticons; Reading with Different Tones; Self-Monitoring While Reading</li> <li>• Al Capone Does My Shirts: Reading with Emotion; Using Context Clues</li> <li>• Sounder: Reading Song Lyrics; Reading with Different Expressions; Adjusting Reading Rate</li> <li>• How Writers Work: Reading with Expression; Rereading for Understanding</li> </ul>
Choose non-fiction considering purpose / context OK.ELA.5.8.R.1	<b><i>Curriculet Book:</i></b> <ul style="list-style-type: none"> <li>• How Writers Work</li> </ul>	

OKLAHOMA RENAISSANCE FOCUS SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Independent Reading and Writing: Independent Reading <i>continued</i></b>		
Read regularly and independently OK.ELA.5.8.R.1	<p><i>Curriculet Books:</i></p> <ul style="list-style-type: none"> <li>• One Crazy Summer</li> <li>• Inside Out and Back Again</li> <li>• Stargirl</li> <li>• Holes</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Souder</li> <li>• The City of Ember</li> <li>• Al Capone Does My Shirts</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).