

CURRICULUM *Correlation*

*Waterford
Reading Academy*

99.5%

*English
Standards of
Learning for
Virginia Public
Schools 2017*

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

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VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
KINDERGARTEN		
COMMUNICATION AND MULTIMODAL LITERACIES		
K.1 The student will build oral communication skills a) Listen actively and speak using agreed-upon rules for discussion.		<ul style="list-style-type: none"> • Speaking and listening: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
b) Express ideas in complete sentences and express needs through direct requests.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	
c) Initiate conversations.		<ul style="list-style-type: none"> • Speaking and listening: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
d) Follow implicit rules for conversation, including taking turns and staying on topic.		<ul style="list-style-type: none"> • Speaking and listening: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
e) Listen and speak in informal conversations with peers and adults.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	<ul style="list-style-type: none"> • Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> - Ball Toss Activity
f) Discuss various texts and topics collaboratively and with partners.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Group reading activities: All Speaking and Listening activities, provide opportunities for engagement in group discussion. <ul style="list-style-type: none"> - Key details - Story retelling - Identify story elements - Types of text - Author and illustrator - Relationship between picture and story - Compare and contrast
g) Use voice level, phrasing, and intonation appropriate for various language situations.		<ul style="list-style-type: none"> • Speaking and listening: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COMMUNICATION AND MULTIMODAL LITERACIES <i>continued</i>		
h) Follow one- and two-step directions.	While interacting with Waterford, children listen to and follow multi-step directions.	
i) Ask how and why questions to seek help, get information, or clarify information.	<ul style="list-style-type: none"> • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 52 Online books to practice strategies for understanding.
j) Work respectfully with others.		<ul style="list-style-type: none"> • Speaking and listening: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
K.2 The student will demonstrate growth in oral, early literacy skills.		<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things
a) Listen and respond to a variety of text and media.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things
b) Participate in a variety of oral language activities including choral and echo speaking and recitation.	Activities in Waterford are aural and visual with text shown and individual words highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor to select an individual word or a phrase.	
c) Tell stories orally.		<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things
d) Participate in creative dramatics.	Waterford provides many opportunities for children to participate in creative dramatics. Activities often invite children to sing along, speak the words, or to “ Say it with me!” <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Letter Sound Instruction 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING		
K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.	<ul style="list-style-type: none"> • Get Started with Sounds • Where Is the Sound? • Blend Onset/Rime Sounds • Blending • Find the Picture • Blend Every Sound • Blend Phonemes • Blending Dragon • Phoneme Deletion • Phoneme Eliminator 	
a) Begin to discriminate between spoken sentences, words, and syllables.	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Letters Make Words 	
b) Identify and produce words that rhyme.	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Finish the Picture • Rhyme Match • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - Down by the Bay - Rhyme Match - Rhyming Bingo - Sound Sense Cards
c) Blend and segment multisyllabic words at the syllable level.	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
d) Blend and segment one-syllable words into phonemes including onset and rime.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Find the Picture • Blend Every Sound • Blend Phonemes • Blending Dragon • Phoneme Deletion • Phoneme Eliminator 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
e) Identify words according to shared beginning and/or ending sounds.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound 	
f) Blend sounds to make one-syllable words.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Find the Picture • Blend Every Sound • Blend Phonemes • Blending Dragon 	
g) Segment one-syllable words into individual phonemes.		<ul style="list-style-type: none"> • Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). - Segmenting
K.4 The student will understand how print is organized and read. a) Hold print materials in the correct position.	All online books visually display correct book orientation. Engaging graphics simulate pages turning.	
b) Identify the front cover, back cover, and title page of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> • Print Concepts • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.) 	
c) Distinguish between print and pictures.	<ul style="list-style-type: none"> • Print Concepts • Words Tell About the Pictures 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
d) Follow words from left to right and from top to bottom on a printed page.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print. • Print Concepts	<ul style="list-style-type: none"> • Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality
e) Match voice with print.	All books, text, and lessons highlight text as the narrator speaks.	<ul style="list-style-type: none"> • Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2
K.5 The student will demonstrate an understanding that print conveys meaning. a) Identify common signs and logos.	<ul style="list-style-type: none"> • Print Concepts 	
b) Explain that printed materials provide information.	<ul style="list-style-type: none"> • Print Concepts • Words Tell About the Pictures 	
c) Read and explain own writing and drawings.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush
d) Read his/her name and commonly used high-frequency words.	<ul style="list-style-type: none"> • Power Words • Name Game 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
<p>K.6 The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name the capital and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Alphabet Introduction • Letter Checker • Fast Letter Fun • Hidden Letters • Letter Pictures • Find the Letter • Name That Letter • Name Game 	<ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
<p>b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</p>	<ul style="list-style-type: none"> • Songs: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Charley Chick; Where Is a Whale? • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room-Digraphs • Name That Letter Sound • Choose a Sound • Pattern Hunt 	<ul style="list-style-type: none"> • Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
<p>c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p>	<p>Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print. Print Concepts is an example that includes a graphic of a hand running a finger over print as the narrator reads.</p>	<ul style="list-style-type: none"> • Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2
<p>d) Identify initial consonant sounds in one-syllable words.</p>	<ul style="list-style-type: none"> • Initial Sound • Right Final Sound • Letter Sound Songs • Letter Sound • Sound Room • Choose a Sound 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
e) Identify final consonant sounds in one-syllable words.	<ul style="list-style-type: none"> • Right Initial Sound • Final Sound • Letter Sound Songs • Letter Sound • Sound Room • Choose a Sound 	
K.7 The student will expand vocabulary and use of word meanings. a) Discuss meanings of words.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
b) Increase vocabulary by listening to a variety of texts read aloud.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)	
c) Use vocabulary from other content areas.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
d) Ask about words not understood.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> - Animal Bodies - Star Pictures
e) Use number words.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
f) Use nouns to identify and name people, places, and things.	<ul style="list-style-type: none"> • Song: Nouns • Nouns 	
g) Use adjectives to describe location, size, color, and shape.	<ul style="list-style-type: none"> • Song: Adjectives • Adjectives 	
h) Use verbs to identify actions.	<ul style="list-style-type: none"> • Song: Verbs • Verbs 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
<p>K.8 The student will demonstrate comprehension of fictional texts.</p> <p>a) Identify the role of an author and an illustrator.</p>	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> • Print Concepts 	
<p>b) Relate previous experiences to what is read.</p>	<ul style="list-style-type: none"> • Connect to Me 	
<p>c) Use pictures to make predictions.</p>	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues 	
<p>d) Ask and answer questions about what is read.</p>	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension
<p>e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</p>	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • First, Next, and Last • Picture Clues • What Comes Next? • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
<p>K.9 The student will demonstrate comprehension of nonfiction texts.</p> <p>a) Use pictures to identify topic and make predictions.</p>	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. <ul style="list-style-type: none"> - Opposites - Watch the Woolly Worm - A Story in the Snow
<p>b) Identify text features specific to the topic, such as titles, headings, and pictures.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
<p>c) Ask and answer questions about what is read.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Find an Answer • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key details_1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Water Is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright
WRITING		
<p>K.10 The student will print in manuscript.</p> <p>a) Print capital and lowercase letters of the alphabet independently.</p>	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace • Alphabet Introduction 	<ul style="list-style-type: none"> • Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting
<p>b) Print his/her first and last names.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Name Game 	
<p>K.11 The student will write in a variety of forms to include narrative and descriptive.</p> <p>a) Differentiate pictures from writing.</p>	<ul style="list-style-type: none"> • Words Tell About the Pictures • Letters Make Words 	
<p>b) Use prewriting activities to generate ideas including drawing pictures.</p>	<p>Waterford provides teachers with access to activities Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction collaborating with ideas for prewriting activities.</p>	<ul style="list-style-type: none"> • Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING <i>continued</i>		
c) Use letters to phonetically spell words that describe pictures or experiences.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity
d) Write left to right and top to bottom.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> • Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush
e) Compose simple sentences.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences
f) Begin each sentence with a capital letter and use ending punctuation.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - I Like Kites Punctuation
g) Share writing with others.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction with the word processor, collaborating and sharing writing with others.	
RESEARCH		
K.12 The student will conduct research to answer questions or solve problems using available resources. a) Generate topics of interest.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction with the word processor, collaborating and sharing writing with others.	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RESEARCH <i>continued</i>		
b) Generate questions to gather information.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction with the word processor, collaborating and sharing writing with others.	<ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
c) Identify pictures, texts, or people as sources of information.	<ul style="list-style-type: none"> • Read with Me Books • Informational Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> - Star Pictures
d) Find information from provided sources.	<ul style="list-style-type: none"> • Find an Answer • Build Knowledge 	<ul style="list-style-type: none"> • Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE ONE		
COMMUNICATION AND MULTIMODAL LITERACIES		
1.1 The student will develop oral communication skills. a) Listen actively and speak using agreed-upon rules for discussion.		<ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity
b) Initiate conversation with peers and adults.		<ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity
c) Adapt or change oral language to fit the situation.		<ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity
d) Use appropriate voice level, phrasing, and intonation.		<ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity
e) Participate in collaborative and partner discussions about various texts and topics.		<ul style="list-style-type: none"> Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> Discussion Rules Activity
f) Follow rules for conversation using appropriate voice level in small-group settings.		<ul style="list-style-type: none"> Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> Discussion Rules Activity
g) Ask and respond to questions to seek help, get information, or clarify information.	<ul style="list-style-type: none"> Ask a Question 	<ul style="list-style-type: none"> Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> Ask and Answer Activity
h) Restate and follow simple two-step oral directions.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COMMUNICATION AND MULTIMODAL LITERACIES <i>continued</i>		
i) Give simple two-step oral directions.	By projecting activities on an interactive white board through Waterford. Students are able to lead discussions or give directions, developing verbal skills while demonstrating mastery.	
j) Express ideas orally in complete sentences.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Sentence production.pdf: All activities in Speaking and Listening provide opportunities to express ideas orally in complete sentences. <ul style="list-style-type: none"> - Class discussion - Conversation building - Ask questions - Key details - Gathering additional information through questions - Use relevant details to express ideas and feelings - Expressing ideas through pictures
k) Work respectfully with others.		<ul style="list-style-type: none"> • Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
l) Increase listening and speaking vocabularies.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • All activities in Speaking and Listening provide opportunities to increase vocabulary. <ul style="list-style-type: none"> - Class discussion - Conversation building - Ask questions - Key details - Gathering additional information through questions - Use relevant details to express ideas and feelings - Expressing ideas through pictures
1.2 The student will demonstrate growth in oral early literacy skills. a) Listen and respond to a variety of print and media materials.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) • Build Knowledge 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COMMUNICATION AND MULTIMODAL LITERACIES <i>continued</i>		
b) Tell and retell stories and events in sequential order.	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) • Recall Details • Sum Up: Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
c) Participate in a variety of oral language activities, including choral speaking and recitation.	<ul style="list-style-type: none"> • Book: The Three Billy Goats Gruff 	
d) Participate in creative dramatics.	<ul style="list-style-type: none"> • Book: The Three Billy Goats Gruff 	
READING		
1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness. a) Create rhyming words.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • Rhyming Words Song • One Doesn't Rhyme 	
b) Count phonemes (sounds) in one-syllable words.	<ul style="list-style-type: none"> • Phoneme Segmentation 	
c) Blend sounds to make one-syllable words.	<ul style="list-style-type: none"> • Blending • Blend Every Sound • Blend Phonemes • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • One, Two, Three Sounds • Find the Picture • Letter Sound • Name That Letter Sound 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards - Unit Worksheets
d) Segment one-syllable words into individual phonemes.	<ul style="list-style-type: none"> • Phoneme Segmentation 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
e) Add or delete phonemes to make new words.	<ul style="list-style-type: none"> • Circus Clown Climbers • Barnyard Bash • Phoneme Eliminator • Change One Sound • One, Two, Three Sounds 	
f) Blend and segment multisyllabic words at the syllable level.	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> - Reading Trick: Key Word Match - Reading Trick: Pattern Hunt - Reading Trick: Mystery Word
1.4 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality
b) Match spoken words with print.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2
c) Identify letters, words, sentences, and ending punctuation.	<ul style="list-style-type: none"> • Song: Sentence Marks • Alphabet Introduction • Letters Make Words • Sentence Marks 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
<p>1.5 The student will apply phonetic principles to read and spell.</p> <p>a) Use initial and final consonants to decode and spell one- syllable words.</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound • Word Pattern Spelling • Where Is the Sound? 	<ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones
<p>b) Use two-letter consonant blends to decode and spell one-syllable words.</p>	<ul style="list-style-type: none"> • Song: Consonants Together; C-K Rap; P-H and G-H Say Fff; Sheep in the Shadows; T-H Has Two Sounds; Charley Chick; Where Is a Whale? • Circus Clown Climbers • Spell and Blend • Blend Decodable Words • Word Pattern Spelling • Spelling Scramble 	
<p>c) Use consonant digraphs to decode and spell one-syllable words.</p>	<ul style="list-style-type: none"> • Circus Clown Climbers 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
<p>d) Use short vowel sounds to decode and spell one-syllable words.</p>	<ul style="list-style-type: none"> • Letter Sound • Name That Letter Sound • Stick 'n' Spell 	<ul style="list-style-type: none"> • Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards

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READING <i>continued</i>		
e) Blend initial, medial, and final sounds to recognize and read words.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blend Every Sound • Blend Phonemes • Blending Dragon • Blending Riddles • Word Blending • Find the Picture • Stick 'n' Spell • Spell and Blend 	<ul style="list-style-type: none"> • Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards
f) Use word patterns to decode unfamiliar words.	<ul style="list-style-type: none"> • Pattern Hunt • Word Pattern Spelling • Key Word Match • Say and Trace 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards - Unit Worksheets
g) Read and spell simple two-syllable compound words.	<ul style="list-style-type: none"> • Song: Compound Words • Compound Words • Key Word Match • Pattern Hunt • Word Pattern Spelling • Spelling Scramble • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> - Reading Trick: Key Word Match - Reading Trick: Pattern Hunt - Reading Trick: Mystery Word

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
h) Read and spell commonly used sight words.	<ul style="list-style-type: none"> • Power Words • Word Mastery • Spelling Scramble • Traditional Tales • Informational Books (See titles at end of document.)	
1.6 The student will use semantic clues and syntax for support when reading. a) Use words, phrases, and sentences.	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) <ul style="list-style-type: none"> • Recall Details • Sum Up: Five Ws • What Comes Next? 	
b) Use titles and pictures.	<ul style="list-style-type: none"> • Rusty and Rosy’s Clues 	
c) Use information in the story to read words.	<ul style="list-style-type: none"> • Rusty read Rosy’s Clues • Use a Clue 	
d) Use knowledge of sentence structure.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	
e) Reread and self-correct.	<ul style="list-style-type: none"> • Rusty and Rosy’s Clues • Mystery Words • Use a Clue 	<ul style="list-style-type: none"> • Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Use-a-clue
1.7 The student will expand vocabulary and use of word meanings. a) Discuss meanings of words in context.	<ul style="list-style-type: none"> • Rusty and Rosy’s Clues 	
b) Develop vocabulary by listening to and reading a variety of texts.	<ul style="list-style-type: none"> • Read with Me Books • Traditional Tales • Informational Books • Read-Along Books (See titles at end of document.)	

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READING <i>continued</i>		
c) Ask for the meaning of unknown words and make connections to familiar words.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.. <ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> - Animal Bodies - Star Pictures • 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"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play with Me?
d) Use text clues such as words or pictures to discern meanings of unknown words.	<ul style="list-style-type: none"> • Rusty and Rosy’s Clues • Mystery Words • Use a Clue 	
e) Use vocabulary from other content areas.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
f) Use singular and plural nouns.	<ul style="list-style-type: none"> • Songs: Nouns; More Than One • Nouns • Plural Nouns 	
g) Use adjectives to describe nouns.	<ul style="list-style-type: none"> • Song: Adjectives • Adjectives 	
h) Use verbs to identify actions.	<ul style="list-style-type: none"> • Song: Verbs • Verbs 	
1.8 The student will use simple reference materials. a) Use knowledge of alphabetical order by first letter.	<ul style="list-style-type: none"> • Song: ABC Order (1st Letter) • Alphabetic Order (1st Letter) 	
b) Use a picture dictionary to find meanings of unfamiliar words.		<ul style="list-style-type: none"> • Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection.	<ul style="list-style-type: none"> • Traditional Tales • Readable Books (See titles at end of document.) • Peek at the Story 	
b) Set a purpose for reading.	<ul style="list-style-type: none"> • Read with Me Books • Traditional Tales • Informational Books • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Waterford Early Learning Books
c) Relate previous experiences to what is read.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	
d) Make and confirm predictions.	<ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/Check My Guess) • Peek at the Story • Check My Guess 	<ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 Stories with various comprehension strategies such as Peek at the Story and Use Clues to Guess
e) Ask and answer who, what, when, where, why, and how questions about what is read.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Find an Answer 	<ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 52 Online books to practice strategies for understanding.
f) Identify characters, setting, and important events.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build comprehension
g) Retell stories and events, using beginning, middle, and end in a sequential order.	<ul style="list-style-type: none"> • Sum Up: Remember Order • What Comes Next? • First, Next, and Last • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water Is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
h) Identify theme.	<ul style="list-style-type: none"> • Read with Me Books • Traditional Tales • Informational Books • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets
1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection.	<ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/Check My Guess) • Peek at the Story • Check My Guess • Informational Books (See titles at end of document.) 	
b) Use prior and background knowledge as context for new learning.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me 	
c) Set a purpose for reading.	<ul style="list-style-type: none"> • Reading Tutorial • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Waterford Early Learning Books
d) Identify text features such as pictures, headings, charts, and captions.	<ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book 	<ul style="list-style-type: none"> • Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden
e) Make and confirm predictions.	<ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/Check My Guess) • Peek at the Story • Check My Guess 	

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READING <i>continued</i>		
f) Ask and answer who, what, where, when, why, and how questions about what is read.	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Ask a Question • Find an Answer 	<ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 52 Online books to practice strategies for understanding.
g) Identify the main idea.	<ul style="list-style-type: none"> • Map the Story 	<ul style="list-style-type: none"> • Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.	<ul style="list-style-type: none"> • Reading Tutorial • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets
WRITING		
1.11 The student will print legibly in manuscript. a) Form letters accurately.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace • Alphabet Introduction 	<ul style="list-style-type: none"> • Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting (Aa-Zz)
b) Space words within sentences.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts
1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion. a) Identify audience and purpose.	<ul style="list-style-type: none"> • Play and Practice Tutorial • Play and Practice, Word Processor 	<ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> - Topical Writing Activities
b) Use prewriting activities to generate ideas.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING <i>continued</i>		
c) Focus on one topic.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Revise: Stick to the Topic 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers
d) Organize writing to suit purpose.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - 15 Story examples with suggestions for student writing.
e) Revise by adding descriptive words when writing about people, place, things, and events.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	
f) Write to express an opinion and give a reason.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers
g) Use letters to phonetically spell words.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING <i>continued</i>		
h) Share writing with others.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction, collaborating and sharing writing with others.	
1.13 The student will edit writing for capitalization, punctuation, and spelling. a) Use complete sentences.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song
b) Begin each sentence with a capital letter and use ending punctuation.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Sentence features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> - Sentence Strips - Language Concepts • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences
c) Use correct spelling for commonly used sight words and phonetically regular words.	<ul style="list-style-type: none"> • Spelling Scramble • Word Pattern Spelling • Spell and Blend • Stick 'n' Spell 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity
RESEARCH		
1.14 The student will conduct research to answer questions or solve problems using available resources. a) Generate topics of interest.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction collaborating with ideas for prewriting activities.	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RESEARCH <i>continued</i>		
b) Generate questions to gather information.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction collaborating with ideas for prewriting activities.	
c) Identify pictures, texts, or people as sources of information.	<ul style="list-style-type: none"> • Read with Me Books • Traditional Tales • Informational Books • Read-Along Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> - Star Pictures
d) Find information from provided sources.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
e) Record information.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction collaborating with ideas and organizing information for writing activities.	<ul style="list-style-type: none"> • Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
GRADE TWO		
COMMUNICATION AND MULTIMODAL LITERACIES		
2.1 The student will use oral communication skills. a) Listen actively and speak using appropriate discussion rules.		<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity
b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.		<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. <ul style="list-style-type: none"> - My Favorite Things
c) Speak audibly with appropriate voice level, phrasing, and intonation.		<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COMMUNICATION AND MULTIMODAL LITERACIES <i>continued</i>		
d) Share information orally with appropriate facts and relevant details.		<ul style="list-style-type: none"> • Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden - Think With Me
e) Use increasingly complex sentence structures in oral communication.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song
f) Begin to self-correct errors in language use.		<ul style="list-style-type: none"> • Using words learned through everyday use.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
g) Participate as a contributor and leader in collaborative and partner discussions.		<ul style="list-style-type: none"> • Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
h) Ask and answer questions to seek help, get information, or clarify information.	<ul style="list-style-type: none"> • Find an Answer • Ask a Question • Science Investigation 	<ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
i) Retell information shared by others.		<ul style="list-style-type: none"> • Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - 45 Online books for listening for key ideas and details
j) Restate and follow multi-step directions.	While interacting with Waterford, children listen to and follow multi-step directions.	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COMMUNICATION AND MULTIMODAL LITERACIES <i>continued</i>		
k) Give multi-step directions.	By projecting activities on an interactive white board through Waterford, students are able to lead discussions or give directions, developing verbal skills while demonstrating mastery.	
l) Work respectfully with others and show value for individual contributions.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction encouraging collaboration and individual contributions across the curriculum.	
m) Create a simple presentation using multimodal tools.		<ul style="list-style-type: none"> • Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Visual Aids and Recording Activity
2.2 The student will demonstrate an understanding of oral early literacy skills. a) Create oral stories to share with others.		<ul style="list-style-type: none"> • Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Visual Aids and Recording Activity
b) Create and participate in oral dramatic activities.	<ul style="list-style-type: none"> • Book: The Three Billy Goats Gruff 	
c) Participate in a variety of oral language activities, including choral speaking and recitation.	<ul style="list-style-type: none"> • Book: The Three Billy Goats Gruff 	
READING		
2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a) Count phonemes within one-syllable words.	<ul style="list-style-type: none"> • Phoneme Segmentation 	<ul style="list-style-type: none"> • Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
b) Blend sounds to make one-syllable words.	<ul style="list-style-type: none"> • Song: Consonants Together • Blend Onset/Rime Sounds • Blending • Blend Every Sound • Blend Phonemes • Blending Dragon • Blending Riddles • Word Blending • Find the Picture • Stick 'n' Spell • Spell and Blend 	<ul style="list-style-type: none"> • Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards
c) Segment one-syllable words into phonemes.	<ul style="list-style-type: none"> • Phoneme Segmentation 	<ul style="list-style-type: none"> • Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> - Counting Individual Phonemes - Phoneme Segmentation - Sound Sense Playing Cards
d) Add or delete phonemes to make words.	<ul style="list-style-type: none"> • Circus Clown Climbers • Barnyard Bash • Phoneme Eliminator • Change One Sound • One, Two, Three Sounds 	
e) Blend and segment multisyllabic words at the syllable level.	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
<p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</p>	<ul style="list-style-type: none"> • Songs: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Charley Chick; Where Is a Whale? • Word Mastery • Sound Room • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace 	<ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones
<p>b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</p>	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters; Apples and Bananas; Old MacDonald’s Vowel Song • Power Words • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Editing: Check Spelling; Check Tricky Spellings 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones
<p>c) Decode regular multisyllabic words.</p>	<ul style="list-style-type: none"> • Song: Compound Words • Compound Words • Syllables • Syllable Safari • Take Away Syllables 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
<p>d) Apply decoding strategies to confirm or correct while reading.</p>	<ul style="list-style-type: none"> • Songs: Consonants Together; Sneaky Magic E; C and G; Key Words • Word Mastery • Letter Sound • Name That Sound • Key Word Match • Pattern Hunt • Spell and Blend • Word Construction • Word Pattern Spelling • Say and Trace 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards - Unit Worksheets
<p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>a) Use information and context clues in the story to read words.</p>	<ul style="list-style-type: none"> • Use a Clue • Mystery Words • Read-Along Books • Informational Books • Readable Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • 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"> - Fluency Check Sheets
<p>b) Use knowledge of sentence structure to determine the meaning of unknown words.</p>	<ul style="list-style-type: none"> • Vocabulary Introduction: Present; Definitions; Matching • 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 • Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus • Rusty and Rosy's Clues • Use a Clue 	<ul style="list-style-type: none"> • 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"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play With Me?
<p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>a) Use knowledge of homophones.</p>	<ul style="list-style-type: none"> • Song: Homophone Monkey; To, Too, Two; There, Their, They're • Homophones • Edit Tricky Spelling 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
b) Use knowledge of prefixes and suffixes.	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Word Work • Prefixes • Suffixes • Comparatives • Change Y to I 	<ul style="list-style-type: none"> • Prefix and suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb - Prefixes - Suffixes
c) Use knowledge of antonyms and synonyms.	<ul style="list-style-type: none"> • Songs: Synonym Tree; Antonym Ant • Synonyms • Antonyms 	<ul style="list-style-type: none"> • Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> - Guess the Opposite
d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> • Read-Along Books • Informational Books <p>(See titles at end of document.)</p>	
e) Use word-reference materials including dictionaries, glossaries and indices.	<ul style="list-style-type: none"> • Song: Reading Detective (Build Vocabulary) 	<ul style="list-style-type: none"> • Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary
f) Use vocabulary from other content areas.	<p>Activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
<p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>a) Make and confirm predictions.</p>	<ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/Check My Guess) • Peek at the Story • Check My Guess 	<ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 Stories with various comprehension strategies such as Peek at the Story and Use Clues to Guess
<p>b) Connect previous experiences to new texts.</p>	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	
<p>c) Ask and answer questions using the text for support.</p>	<ul style="list-style-type: none"> • Find an Answer • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a text. <ul style="list-style-type: none"> - 52 Online books to practice strategies for understanding.
<p>d) Describe characters, setting, and plot events in fiction and poetry.</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Sum Up: Five Ws • Read-Along Books • Traditional Tales • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 27 Online books to demonstrate understanding characters, setting, and plot.
<p>e) Identify the conflict and resolution.</p>	<ul style="list-style-type: none"> • Books: The Brothers; The Three Wishes; La Tortuga; The Snow Lion; Duc Tho Lee’s Birthday Present; Bad News Shoes; The Story of Tong and Mai Nhia; The Mighty Sparrow • Sum Up: Five Ws • Map the Story 	
<p>f) Identify the theme.</p>	<ul style="list-style-type: none"> • Waterford’s rich library includes books featuring clear themes. Some examples of a kindness theme are as follows: • Books: The Brothers, Mr. Lucky Straw, Duc Tho Lee’s Birthday Present, David Next Door 	<ul style="list-style-type: none"> • Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
g) Summarize stories and events with beginning, middle, and end in the correct sequence.	<ul style="list-style-type: none"> • Sum Up: Remember Order • What Comes Next? • First, Next, and Last • Read-Along Books (See titles at end of document.) 	
h) Draw conclusions based on the text.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets
2.8 The student will read and demonstrate comprehension of nonfiction texts. a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> - How to Grow a Garden
b) Make and confirm predictions.	<ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/Check My Guess) • Peek at the Story • Check My Guess 	
c) Use prior and background knowledge as context for new learning.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING <i>continued</i>		
d) Set purpose for reading.		<ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/Check My Guess) • Peek at the Story • Check My Guess • Informational Books (See titles at end of document.)
e) Ask and answer questions using the text as support.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes
f) Identify the main idea.	<ul style="list-style-type: none"> • Map the Story 	<ul style="list-style-type: none"> • Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
g) Draw conclusions based on the text.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING		
<p>2.9 The student will maintain legible printing and begin to make the transition to cursive.</p> <p>a) Begin to write capital and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. • Letter Picture Handwriting (Aa-Zz)
<p>b) Begin to sign his/her first and last names.</p>		
<p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>a) Understand writing as a process.</p>	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	
<p>b) Identify audience and purpose.</p>		<ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree
<p>c) Use prewriting strategies to generate ideas before writing.</p>	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping 	
<p>d) Use strategies for organization according to the type of writing.</p>	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING <i>continued</i>		
e) Organize writing to include a beginning, middle, and end.		<ul style="list-style-type: none"> • Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - 15 Story examples with suggestions for student writing.
f) Write facts about a subject to support a main idea.		<ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree
g) Write to express an opinion and provide a reason for support.		<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers
h) Expand writing to include descriptive detail.		<ul style="list-style-type: none"> • Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - 15 Story examples with suggestions for student writing.
i) Revise writing for clarity.	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING <i>continued</i>		
2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English. a) Recognize and use complete sentences.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song
b) Use and punctuate declarative, interrogative, and exclamatory sentences.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks • Edit End Punctuation 	<ul style="list-style-type: none"> • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences
c) Capitalize all proper nouns and the word I.	<ul style="list-style-type: none"> • Song: Capital Letters (Proper Nouns) 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - I Like Kites Punctuation
d) Use singular and plural nouns and pronouns.	<ul style="list-style-type: none"> • Songs: Nouns; Pronouns; More Than One • Nouns • Plural Nouns • Pronouns 	<ul style="list-style-type: none"> • Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: Nouns - Nouns • Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> - Reflexive Pronouns
e) Use apostrophes in contractions and possessives.	<ul style="list-style-type: none"> • Songs: Apostrophe Pig 	<ul style="list-style-type: none"> • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Contractions - Possessive Nouns
f) Use contractions and singular possessives.	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns 	<ul style="list-style-type: none"> • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Contractions - Possessive Nouns
g) Use knowledge of simple abbreviations.	<ul style="list-style-type: none"> • Books: Mr. Mario's Neighborhood; Mr. Lucky Straw; Mr. Croaky Toad 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING <i>continued</i>		
h) Use correct spelling for commonly used sight words, including compound words and regular plurals.	<ul style="list-style-type: none"> • Songs: Compound Words; More Than One • Plural Nouns • Power Words • Spelling Instruction • Spell and Blend • All-Star Spelling • Spelling Exploration • Make and Spell 	
i) Use commas in salutation and closing of a letter.	<ul style="list-style-type: none"> • Song: Comma, Comma, Comma • Edit Commas 	<ul style="list-style-type: none"> • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas
j) Use past and present verbs.	<ul style="list-style-type: none"> • Songs: Verbs; It Happened Yesterday • Verbs • Past Tense Verbs 	<ul style="list-style-type: none"> • Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs
k) Use adjectives correctly.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • Adjectives.pdf: Use frequently occurring adjectives. • Who Am I? <ul style="list-style-type: none"> - Adjectives
RESEARCH		
2.12 The student will conduct research to answer questions or solve problems using available resources. a) Generate topics of interest.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction collaborating with ideas for prewriting activities.	
b) Generate questions to gather information.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction collaborating with ideas for prewriting activities.	
c) Identify pictures, texts, people, or media as sources of information.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge 	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RESEARCH <i>continued</i>		
d) Find information from provided sources.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret
e) Organize information in writing or a visual display.	Waterford provides teachers with access to activities. Used in connection with an interactive white board, teachers can lead whole-class or small-group instruction with the word processor, collaborating, organizing, and sharing writing with others.	
f) Describe difference between plagiarism and using own words.	By projecting text on an interactive white board with Waterford activities, teachers can instruct students in the difference between plagiarism and using their own words and display collaborative writing of a summary.	

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at mentor.waterford.org can be found in Spanish or with Spanish support.

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

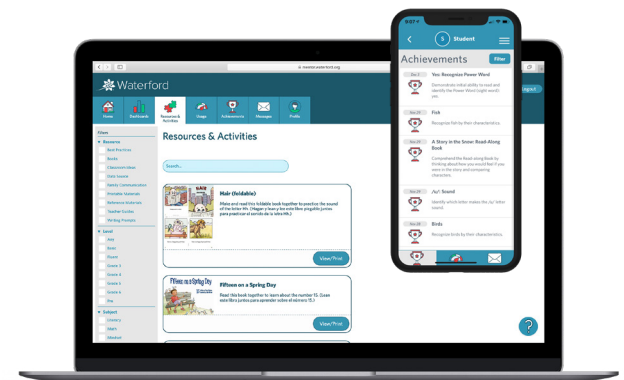
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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