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Correlation

Waterford
Reading Academy

100%

Tennessee English
Language Arts
Standards 2017

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

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TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: FL.PC.1. Demonstrate understanding of the organization and basic features of print *continued.*		
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		  – Segmenting
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TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *continued*.		
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	• Letter Sound Songs
	• Sound Room
	• Letter Sound
	• Name That Letter Sound
	• Choose a Sound
		• Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.
		  – Phonics and Word Recognition
		  – Long and Short Vowel Cards

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Standard 3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text *continued*.		
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	• Similarities and Differences in Letters
	• Letter Match (Alphabet Review)
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		  – Lowercase Letter Formation
		  – Block Letter
		  – Letter Picture Handwriting

K.FL.WC.4b. Write a letter/letters for most consonant and short vowel sounds (phonemes).	• Letter Sound Songs
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	• Letter Pictures
	• Letter Trace (Letter Picture Writing)
	• Name That Letter Sound
	• Choose a Sound
	• Where Is the Sound?
		• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
		  – Capital Letter Formation
		  – Lowercase Letter Formation
		  – Block Letter
		  – Letter Picture Handwriting

K.FL.WC.4c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound • Choose a Sound	• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. – Spelling by Sound Activity

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Standard 4: FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly *continued*.		
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K.FL.WC.4e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound • Choose a Sound • Where Is the Sound? • Syllables	• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). – Spelling by Sound Activity
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	• Letter Trace (Letter Picture Writing)
	• Alphabet Introduction (Distinguish Letters)
	• Similarities and Differences in Letters
	• Letter Match (Alphabet Review)
		• Printing upper and lowercase.pdf Print many upper and lowercase letters.
		  – Capital Letter Formation
		  – Lowercase Letter Formation
		  – Block Letter
		  – Letter Picture Handwriting

Fluency		
Standard 5: FL.F.5 Read with sufficient accuracy and fluency to support comprehension.		
K.FL.F.5a. Read emergent-reader texts with purpose and understanding.	• Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)	• Reading check.pdf: Read emergent-reader texts with purpose and understanding. – Decodable Books: A Mat, Lil, Nan and the Ham, The Hat

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Sentence Composition		
Standard 6: FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.		
K.FL.SC.6a. With modeling or verbal prompts, orally produce complete sentences.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. – Making Up Sentences
K.FL.SC.6b. Follow one-to-one correspondence between voice and print when writing a sentence.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. – Making Up Sentences
K.FL.SC.6c. Use frequently occurring nouns and verbs when speaking and in shared language activities.	• Songs: Nouns; Verbs • Nouns • Verbs	
K.FL.SC.6d. Form regular plural nouns when speaking and in shared language activities.	• Songs: Nouns; More Than One • Nouns • Plural Nouns	
K.FL.SC.6e. Understand and use question words (interrogatives) when speaking and in shared language activities.	• Sum Up: Five Ws	
K.FL.SC.6f. Use the most frequently occurring prepositions when speaking and in shared language activities.	• Song: Preposition Ship	
K.FL.SC.6g. Produce and expand complete sentences in shared language activities.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Complete sentences.pdf: Produce and expand complete sentences in shared language activities. – Making Up Sentences
K.FL.SC.6h. Capitalize the first word in a sentence and the pronoun I.	• Song: What Is a Sentence? • Sentences	• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. – "I Like Kites" Punctuation
K.FL.SC.6i. Recognize and name end punctuation.	• Songs: What Is a Sentence?; Sentence Marks • Sentence Marks	• Punctuation.pdf: Recognize and name end punctuation. – "I Like Kites" Punctuation

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition		
Standard 7: FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
K.FL.VA.7a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately. ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	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. • Song: More Than One • Plural Nouns	• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. – One Word, Two Meanings • Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. – Affixes and Inflections
K.FL.VA.7b. With guidance and support from adults, explore word relationships and nuances in word meanings. i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. iii. Make real-life connections between words and their use. iv. Distinguish shades of meaning among verbs describing the same general action.	Waterford Reading provides many activities for students to explore word relationships and meanings. • Song: Verbs • Book: Opposites • Sort • Make Comparisons • Look at Details • Verbs • Opposites	• Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. – Object Sort • Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). – Guess the Opposite • Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). – Make Connections • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. – Shades-of-Meaning Charades

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 7: FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate *continued*.		
K.FL.VA.7c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	All activities provide opportunities for students to use words and phrases acquired through conversation, read and be read to, and to respond to texts.	
READING STANDARDS—LITERATURE		
Key Ideas and Details		
Standard 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	• Describe Characters • Find an Answer • Sum Up: Five Ws • Look at Details	• Key details.pdf: With prompting and support, ask and answer questions about key details in a text. – 49 stories with discussion questions to build comprehension
Standard 2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.	• Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next? • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Story retelling.pdf: With prompting and support, retell familiar stories, including key details. – 11 stories with discussion ideas to build comprehension
Standard 3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.	• Describe Characters • Look at Details • Sum Up: Five Ws • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. – 21 stories with discussion questions to build comprehension

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
Standard 4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop up with an illustration. • Vocabulary Instruction	
Standard 5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		

K.RL.CS.5 Recognize common types of texts.	• Read With Me Books
	• Sing a Rhyme Songs/Books
	• Decodable Books
	  (See titles at end of document.)
	• Picture Story
		• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems).
		  – Lost Socks
		  – Lumpy Mush
		  – Three Little Kittens
		  – The Alligator in the Library
		  – Garden Visitors

Standard 6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		

K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud.	• Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
		  – Andy's Adventures
		  – Rex Is In a Fix
		  – Little Monkey

Integration of Knowledge and Ideas		
Standard 7: R.IKI.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	• Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story	• Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. – 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8: R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Standard #8 is not applicable to literature.		
Standard 9: R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		

K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	• Compare Characters	• Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
		  – My Super Sticky Sandwich and Lumpy Mush
		  – Lost Socks and Play Ball
		  – At Camp and Family Vacation

Range of Reading and Level of Text Complexity		
Standard 10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		

K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	• Read With Me Books
	• Sing a Rhyme Songs/Books
	• Decodable Books
	(See titles at end of document.)
	• Picture Story
		• Group reading activities.pdf: All activities, provide opportunities for engagement in group reading.
		  – Key details
		  – Story retelling
		  – Identify story elements
		  – Types of text
		  – Author and illustrator
		  – Relationship between picture and story
		  – Compare and contrast

READING STANDARDS—INFORMATIONAL TEXT		
Key Ideas and Details		
Standard 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		

K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.	• Build Knowledge
	• Informational Books
	(See titles at end of document.)
	• Find an Answer
	• Sum Up: Five Ws
	• Look at Details
		• Key details.pdf: With prompting and support, ask and answer questions about key details in a text.
		  – Seeing Fingers
		  – What Is a Cloud?
		  – Legs

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TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.	• Informational Books
	  (See titles at end of document.)
	• Find an Answer
	• Sum Up: Five Ws
	• Look at Details
	• Picture Clues
	• What Comes Next?
		• Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text.
		  – Seeing Fingers
		  – What Is a Cloud?
		  – Legs

Standard 3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		

K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, or pieces of information in a text.	• Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm
	• Connect to Me
	• Build Knowledge
		• Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.
		  – How to Grow a Garden
		  – Think With Me
		  – Growing Flowers

Craft and Structure		
Standard 4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	Waterford online books include bold-faced vocabulary words. Students learn to select these words in a tutorial. When selected, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration. • Vocabulary • Picture Clues	• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. – One Word, Two Meanings
Standard 5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		

K.RI.CS.5 Know various text features.	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.	• Parts of a book.pdf: Identify the front cover, back cover, and title page of a book.
		  – Fawn Eyes
		  – What Is a Cloud?
		  – Legs

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		
K.RL.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud. • Read With Me Books • Decodable Books (See titles at end of document.) • Print Directionality Introduction	• Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. – Fawn Eyes – What Is a Cloud? – A Story In the Snow
Integration of Knowledge and Ideas		
Standard 7: R.IKI.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	• Picture Clues • Words Tell About the Pictures • Informational Books (See titles at end of document.) • Peek at the Story	• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. – Opposites – Watch the Wooly Worm – A Story in the Snow
Standard 8: R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.	• Book: What Is a Cloud?	• Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. – How to Grow a Garden – Think With Me
Standard 9: R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	• Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat	• Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. – How to Grow a Garden – Growing Flowers – Think With Me

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
Standard 10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.	• Informational Books (See titles at end of document.)	• Group reading activities.pdf: All of the following activities provide opportunities for engagement in group reading. – Key details – Identify main topic – Connection between events – Parts of a book – Identifying the author and illustrator – Relating pictures and text – Supporting ideas with reason – Find the similarity between two texts
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
Standard 1: SL.CC.1 Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.		
K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	Waterford Reading contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas. – My Favorite Things • Speaking and listening.pdf: Follow agreed-upon rules for discussions. – Speaking and Listening—Taking Turns
Standard 2: SL.CC.2 Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		
K.SL.CC.2 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.	• Look at Details • Science Investigation	• 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. – My Super Sticky Sandwich – Ooey, Gooey Mud – The Alligator in the Library – Lost Socks – Moving Day – Mine

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Science Investigation	• 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.
		  – My Super Sticky Sandwich
		  – Ooey, Gooey Mud
		  – The Alligator in the Library
		  – Lost Socks
		  – Moving Day
		  – Mine

Presentation of Knowledge and Ideas		
Standard 4: SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.		
K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	• Look At Details	• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. – My Favorite Things
Standard 5: SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. – My Favorite Things
Standard 6: SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.		• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. – My Favorite Things

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS 2017

Waterford.org
CURRICULUM

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING STANDARDS		
Text Types and Protocol		
Standard 1: W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing)	• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). – Write With Me
Standard 2: W.TTP.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effectives selection, organization, and analysis of content.		

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
	• Dots, Lines, and Circles
	• Letter Trace (Letter Picture Writing)
		• Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.
		  – Fawn Eyes
		  – A Story in the Snow

Standard 3: W.TTP.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		

K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
	• Dots, Lines, and Circles
	• Letter Trace (Letter Picture Writing)
		• 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.
		  – The Germs
		  – Lumpy Mush

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing		
Standard 4: W.PDW.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	• Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
		  – Fawn Eyes
		  – A Story in the Snow
		• 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.
		  – The Germs
		  – Lumpy Mush
		• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).
		  – Write With Me

Standard 5: W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.		• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. – Family Vacation Creative Writing
Standard 6: W.PDW.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge		
Standard 7: W.RBPK.7 Conduct short as well as more sustained research projects based on focus questions, demonstrate new understanding of the subject under investigation.		
K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.		• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). – Think and Write Activity – I Go… – At Camp – Together – Opposites
Standard 8: W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.		
K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Connect to Me • Step Into the Story • Find an Answer • Build Knowledge	• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. – Andy's Adventures – At Camp – I Go… – Together – Opposites
Standard 9: W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Begins in Grade 3		
Range of Writing		
Standard 10: W.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	Teacher Materials in Waterford provide guidance as students develop writing skills needed to stay on topic, supply facts, and provide some sense of closure. These basic skills transfer to all writing tasks, purposes, or audiences.	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 1		
FOUNDATIONAL LITERACY STANDARDS		
Print Concepts		
Standard 1: FL.PC.1. Demonstrate understanding of the organization and basic features of print.		

1.FL.PC.1a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	• Songs: What Is a sentence?; Capital Letters; Sentence Marks
	• Sentences
	• Sentence Marks
	• Edit Capitals
		• Sentence features.pdf: Recognize the distinguishing features of a sentence.
		  – Sentence Strips
		  – Language Concepts

Phonological Awareness		
Standard 2: FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		

1.FL.PA.2a. Distinguish long from short vowel sounds in spoken single-syllable words.	• Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse
	• Letter Sound
	• Name That Sound
		• Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words.
		  – Phonics and Word Recognition
		  – Long and Short Vowel Cards

1.FL.PA.2b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.	• Song: Consonants Together
	• Blend Phonemes (Blend Individual Phonemes)
	• Blend Onset/Rime Sounds
	• Blending
	• Blend Every Sound (Phonemes)
	• Blending Dragon
	• Blending Riddles
	• Find the Picture
		• Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.
		  – Blending: Onset-Rime
		  – Phoneme Blending
		  – Sound Sense Bingo Cards

1.FL.PA.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	• Initial Sound
	• Right Initial Sound
	• Final Sound
	• Right Final Sound
	• Letter Sound
	• Sound Room
	• Where Is the Sound?
		• Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
		  – Segmenting: First Phoneme
		  – Segmenting: Last Phoneme
		  – Phoneme Categorization
		  – Sound Sense Playing Cards

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *continued*.		
1.FL.PA.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	• Phoneme Segmentation	• Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. – Counting Individual Phonemes – Phoneme Segmentation – Sound Sense Playing Cards
Phonics and Word Recognition		
Standard 3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
1.FL.PWR.3a.Know the sound-spelling correspondence for common consonant digraphs.	• Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where Is a Whale? • Word Mastery • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Say and Trace	• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. – Level Two Scope and Sequence of Skills – Consonant Blending: -ck, cl-, spl – Pattern Word Blending: -uff – Pattern Word Blending: -ash – Sounds Fun!
1.FL.PWR.3b. Decode regularly spelled one-syllable words.	• 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	• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. – 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 – Blend and Digraph Cards – Word Pattern Cards – Key Word Cards – Unit Worksheets

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text *continued*.		

1.FL.PWR.3c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.	• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side
	• Key Word Match
	• Word Construction
	• Word Pattern
	• Pattern Hunt
	• Word Blending
	• Word Mastery Games
	• Mystery Words
		• Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.
		  – Level Two Scope and Sequence of Skills
		  – Pattern Word Building
		  – Word Study Introduction
		  – Spelling

1.FL.PWR.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	• Song: Compound Words • Syllables • Syllable Safari • Compound Words	• Relationship of vowel to syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. – Syllable Segmentation

1.FL.PWR.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.	• Song: Compound Words
	• Compound Words
	• Syllables
	• Syllable Safari
	• Take Away Syllables
		• Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.
		  – Reading Trick: Key Word Match
		  – Reading Trick: Pattern Hunt
		  – Reading Trick: Mystery Word

1.FL.PWR.3f. Read words with inflectional endings.	• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare
	• The Three Sounds of -ED
	• Suffixes
	• Comparatives
		• Inflectional endings.pdf: Read words with inflectional endings.
		  – Pattern Word Building: Double the Letter
		  – Language Concept: Plural Nouns

1.FL.PWR.3g. Recognize and read grade-appropriate irregularly spelled words.	• Readable Books
	• Traditional Tales
	  (See titles at end of document.)
	• Word Mastery
	• Power Words
	• Spelling Scramble
		• Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words.
		  – Say, Spell, Write
		  – Power Word Cards

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text *continued*.		
1.FL.PWR.3h. Read grade-level decodable text with purpose and understanding.	• Build Knowledge • Imagine Beyond • Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	• Reading check.pdf: Read on-level text with purpose and understanding. – Level Two Books Chart
Word Composition		
Standard 4: FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		

1.FL.WC.4a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends.	• Song: Double the Fun
	• Double the Fun
	• Word Pattern
	• Spell and Blend
	• Word Blending
	• Say and Trace
	• Spelling Scramble
	• Letter Sound
	• Spelling Scramble
	• Spell and Blend
	• Word Pattern Spelling
		• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.
		  – Level Two Scope and Sequence of Skills
		  – Consonant Blending: -ck, cl-, spl
		  – Pattern Word Blending: -uff
		  – Pattern Word Blending: -ash
		  – Sounds Fun!

1.FL.WC.4b. Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels.	• Song: Double the Fun
	• Double the Fun
	• Word Pattern
	• Spell and Blend
	• Word Blending
	• Say and Trace
	• Spelling Scramble
		• Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.
		  – Level Two Scope and Sequence of Skills
		  – Pattern Word Building
		  – Word Study Introduction
		  – Spelling

1.FL.WC.4c. Spell words with inflectional endings	• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare
	• The Three Sounds of -ED
	• Suffixes
	• Comparatives
		• Inflectional endings.pdf: Read words with inflectional endings.
		  – Pattern Word Building: Double the Letter
		  – Language Concept: Plural Nouns

1.FL.WC.4d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	• Song: Compound Words	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4: FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly *continued*.		
1.FL.WC.4e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• Letter Sound • Spelling Scramble • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Word Pattern Spelling	• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. – Consonant Blending: -ck, cl-, spl – Pattern Word Blending: -uff – Pattern Word Blending: -ash – Sounds Fun!
1.FL.WC.4f. Write many common, frequently used words and some irregular words.	• Word Mastery • Power Words • Spelling Scramble	
1.FL.WC.4g. Print all upper and lowercase letters.	• Letter Pictures • Letter Trace (Letter Picture Writing)	• Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. – Letter Picture Handwriting (Aa-Zz)
Fluency		
Standard 5: FL.F.5 Read with sufficient accuracy and fluency to support comprehension.		
1.FL.F.5a. Read grade-level text with purpose and understanding.	• Reading Tutorial • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed	• Reading check.pdf: Read on-level text with purpose and understanding. – Waterford Books
1.FL.F.5b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed	• Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. – Readable Books Chart – Repeated Readings – Fluency Check Sheets
1.FL.F.5c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	• Song: Look for a Clue • Rusty and Rosy's Clues • Mystery Words • Use a Clue	• Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Use-a-clue

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Sentence Composition		
Standard 6: FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.		
1.FL.SC.6a. Use common, proper, and possessive nouns.	• Songs: Apostrophe Pig; Nouns • Nouns • Possessive Nouns	• Nouns.pdf: Use common, proper, and possessive nouns. – Skill Builder Song: "Nouns" – Nouns
1.FL.SC.6b. Use singular and plural nouns with correct verbs in basic sentences.	• Songs: More Than One; Nouns; What Is a Sentence? • Nouns • Plural Nouns • Verbs	• Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. – Plural Nouns – Verbs and Nouns – Verb Endings
1.FL.SC.6c. Use personal, possessive, and indefinite pronouns.	• Song: Pronouns • Pronouns	• Pronouns.pdf: Use personal, possessive, and indefinite pronouns. – Pronouns
1.FL.SC.6d. Use verbs to convey a sense of past, present, and future.	• Songs: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs	• Verbs.pdf: Use verbs to convey a sense of past, present, and future. – Verbs
1.FL.SC.6e. Use frequently occurring adjectives.	• Song: Adjectives Describe • Adjectives	• Adjectives.pdf: Use frequently occurring adjectives. – Who Am I? – Adjectives
1.FL.SC.6f. Use frequently occurring conjunctions.		• Conjunctions.pdf: Use frequently occurring conjunctions. – Conjunctions
1.FL.SC.6g. Use articles and demonstratives.		• Determiners.pdf: Use determiners. – Determiners
1.FL.SC.6h. Use frequently occurring prepositions such as during, beyond, and toward.	• Song: Preposition Ship	• Prepositions.pdf: Use frequently occurring prepositions. – Preposition
1.FL.SC.6i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	• Song: What Is a sentence? • Sentences • Sentence Marks	• Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. – Types of Sentences – Skill Builder Song

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6: FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support *continued*.		
1.FL.SC.6j. Capitalize names of people and dates.	• Songs: Capital Letters; Proper Nouns • Edit Capitals	• Capitalization.pdf: Capitalize the dates and names of people. – Capitalization

1.FL.SC.6k. End sentences with correct punctuation.	• Songs: What Is a Sentence?; Sentence Marks
	• Sentence Marks
	• Sentences
	• Edit End Punctuation
		• Punctuation.pdf: Use end punctuation for sentences.
		  – A Closer Look
		  – What's My Sentence?
		  – Sentence Strips
		  – Punctuation
		  – Sentences

1.FL.SC.6l. Use commas in dates and to separate single words in a series.	• Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks • Edit Commas • Sentence Marks	• Commas.pdf: Use commas in dates and to separate single words in a series. – Commas
Vocabulary Acquisition		
Standard 7: FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		

1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
i. Use sentence-level context as a clue to the meaning of a word or phrase.
ii. Use frequently occurring affixes as a clue to the meaning of a word.
iii. Identify frequently occurring root words and their inflectional forms.
	• Songs: Look for a Clue; More Than One; Double the Fun; Put it at the Front; Put it at the End; Tricky Y to I
	• Use a Clue
	• Rusty and Rosy's Clues
	• Readable Books
	  (See titles at end of document.)
	• Double the Fun
	• Prefixes
	• Suffixes
	• Change Y to I
		• Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.
		  – Can Matilda Get the Cheese?
		  – What Is in the Tree?
		  – Will You Play with Me?
		• Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word.
		  – Affixes and Inflections
		• Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms.
		  – Affixes and Inflections

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 7: FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate *continued*.		

1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
i. Sort words into categories to gain a sense of the concepts the categories represent.
ii. Define words by category and by one or more key attributes.
iii. Identify real-life connections between words and their use.
iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.
	• Book: The Birds, the Beast, and the Bat; Synonym Tree; Adjectives Describe
	• Readable Books
	  (See titles at end of document.)
	• Connect to Me
	• Sort
	• Verbs
	• Synonyms
	• Adjectives
	• Verbs
		• Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent.
		  – Sorting Objects
		• Defining words.pdf: Define words by category and by one or more key attributes.
		  – Sorting Objects
		• Identify real-life connections.pdf: Identify real-life connections between words and their use.
		  – Making Connections
		• Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings.
		  – Shades of Meaning: Verbs and Adjectives

1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	

READING STANDARDS—LITERATURE

Key Ideas and Details

Standard 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		

1.RL.KID.1 Ask and answer questions about key details in a text.	• Recall Details
	• Ask a Question
	• Sum Up: Five Ws
	• Traditional Tales
	  (See titles at end of document.)
		• Key details.pdf: Ask and answer questions about key details in a text.
		  – The Three Little Pigs
		  – Anansi and the Seven Yarn Hills
		  – Mr. Lucky Straw

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	• Recall Details • Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales (See titles at end of document.)	• Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. – The Three Little Pigs – Mr. Lucky Straw
Standard 3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	• Describe Characters • Compare Characters • Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales (See titles at end of document.)	• Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. – The Three Little Pigs
Craft and Structure		
Standard 4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	• Traditional Tales • Informational Books (See titles at end of document.)	• Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. – Lizard and the Painted Rock – The Big Mitten – The City and the Country Mouse – La Tortuga – The Shoemaker and the Elves – The Brothers – The Ugly Duckling
Standard 5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	• Traditional Tales • Informational Books (See titles at end of document.)	• Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. – Text Type Activity—Narrative Text – Text Type Activity—Informational Text – How to Grow a Garden

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		

1.RL.CS.6 Identify who is telling the story at various points in a text.	• Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves	• Who is telling the story.pdf: Identify who is telling the story at various points in a text.
		  – Who Is the Speaker?
		  – The Brothers
		  – The City Mouse and the Country Mouse
		  – Mr. Lucky Straw

Integration of Knowledge and Ideas		
Standard 7: R.IKI.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		

1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	• Describe Characters
	• Recall Details
	• Sum Up: Five Ws
	• Sum Up: Remember Order
	• Traditional Tales
	(See titles at end of document.)
	• Peek at the Story
		• Describe the story.pdf: Use illustrations and details in a story to describe its characters, setting, or events.
		  – The Gingerbread Man
		  – The Little Red Hen
		  – The City Mouse and the Country Mouse
		  – The Brothers

Standard 8: R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Standard #8 is not applicable to literature.		
Standard 9: R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	• Describe Characters • Compare Characters • Traditional Tales (See titles at end of document.)	• Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. – The City Mouse and the Country Mouse

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
Standard 10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.	• Build Knowledge • Imagine Beyond • Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	
READING STANDARDS—INFORMATIONAL TEXT		
Key Ideas and Details		
Standard 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		

1.RI.KID.1 Ask and answer questions about key details in a text.	• Recall Details
	• Ask a Question
	• Sum Up: Five Ws
	• Informational Books
	(See titles at end of document.)
		• Key details.pdf: Ask and answer questions about key details in a text.
		  – 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

Standard 2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		

1.RI.KID.2 Identify the main topic and retell key details of a text.	• Recall Details
	• Informational Tales
	(See titles at end of document.)
		• Identifying the main topic.pdf: Identify the main topic and retell key details of a text.
		  – 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

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	• Connect to Me • Compare Characters • Build Knowledge • Recall Details • Sum Up: Remember Order • Informational Books (See titles at end of document.)	• Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. – Making Connections: 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
Craft and Structure		
Standard 4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop up with an illustration.	• 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. – Animal Bodies – Star Pictures
Standard 5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
1.RI.CS.5 Know and use various text features to locate key facts or information in a text.	• Reading Detective (Build Vocabulary)	• Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. – How to Grow a Garden
Standard 6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		
1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• Informational Books (See titles at end of document.)	• 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. – Star Pictures
Integration of Knowledge and Ideas		
Standard 7: R.IKI.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	• Informational Books (See titles at end of document.)	• Finding key information.pdf: Use the illustrations and details in a text to describe its key ideas. – Star Pictures

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TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8: R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
1.RI.IKI.8 Identify the reasons an author provides to support points in a text.	• Informational Books (See titles at end of document.)	• Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text. – How to Grow a Garden
Standard 9: R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	• Informational Books (See titles at end of document.)	• Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic. – The City Mouse and the Country Mouse
Range of Reading and Level of Text Complexity		
Standard 10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.	• Informational Books (See titles at end of document.)	• Informational reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1. – 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
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
Standard 1: SL.CC.1 Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.		
1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Class discussion.pdf: Follow agreed-upon rules for discussions. – Discussion Rules Activity

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: SL.CC.2 Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		
1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Ask a Question • Recall Details • Sum Up: Five Ws	• Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. – The Three Little Pigs – Anansi and the Seven Yarn Hills – Mr. Lucky Straw
Standard 3: SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	• Ask a Question • Recall Details	• 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. – Ask and Answer Activity
Presentation of Knowledge and Ideas		
Standard 4: SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.		
1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	• Look at Details	• Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. – Ask and Answer Activity
Standard 5: SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. – Writing and Pictures Activity

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6: SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	• Song: What Is a Sentence?	• Sentence production.pdf: All activities in Speaking and Listening provide opportunities to practice producing complete sentences. – 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

WRITING STANDARDS

Text Types and Protocol

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	• Play and Practice Tutorial • Play and Practice: Word Processor	• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. – Opinion Writing Activities
Standard 2: W.TTP.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effectives selection, organization, and analysis of content.		
1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	• Play and Practice: Word Processor	• 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. – Topical Writing Activities

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: W.TTP.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	• Play and Practice: Word Processor	• Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. – Narrative Writing Activities
Production and Distribution of Writing		
Standard 4: W.PDW.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Teacher Materials in Waterford provide guidance as students develop writing skills needed to stay on topic, supply facts, and provide some sense of closure. These basic skills transfer to all writing tasks, purposes, or audiences.	
Standard 5: W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.		• 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. – The Writing Process (including Proofreading Chart)
Standard 6: W.PDW.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	Waterford includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge		
Standard 7: W.RBPK.7 Conduct short as well as more sustained research projects based on focus questions, demonstrate new understanding of the subject under investigation.		
1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions.		• 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). – The Writing Process (including Proofreading Chart)
Standard 8: W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.		
1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Connect to Me • Build Knowledge	• Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). – The Writing Process (including Proofreading Chart)
Standard 9: W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Begins in Grade 3		
Range of Writing		
Standard 10: W.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	Teacher materials in Waterford provide guidance as students develop writing skills needed to stay on topic, supply facts, and provide some sense of closure. These basic skills transfer to all writing tasks, purposes, or audiences.	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 2		
FOUNDATIONAL LITERACY STANDARDS		
Print Concepts		
Standard 1: FL.PC.1. Demonstrate understanding of the organization and basic features of print.		
Standard addressed in Kindergarten and Grade 1		
Phonological Awareness		
Standard 2: FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
Standard addressed in Kindergarten and Grade 1		
Phonics and Word Recognition		
Standard 3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
2.FL.PWR.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Guess the Word • Mystery Word Pinball • Word Recognition	• Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. – Lesson 1: /ā/ – Lesson 2: /ō/ – Lesson 3: / ī / – Lesson 3: /ū/ – Readable Check Sheets
2.FL.PWR.3b. b. Know spelling-sound correspondences for additional common vowel teams.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Make and Spell • All-Star Spelling • Guess the Word • Mystery Word Pinball • Spelling Instruction • Spelling Game • Word Recognition • Spell and Blend • Spelling Scramble	• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. – 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 – Readable Check Sheets

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TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text *continued.*		

2.FL.PWR.3c. Decode regularly spelled two-syllable words with long vowels.	• Word Recognition
	• Automatic Word Recognition
	• Power Words
	• Readable Books
	• Read-Along Books
	  (See titles at end of document.)
	• All-Star Spelling
		• Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels.
		  – Fluency Check Sheets

2.FL.PWR.3d. Decode words with common prefixes and suffixes.	• 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
		• Prefix and suffix.pdf: Decode words with common prefixes and suffixes.
		  – Lesson 30: Prefixes and Suffixes
		  – Invent a Word: Prefixes
		  – Build a Word: Prefixes
		  – Past Tense Verb
		  – Prefixes
		  – Suffixes

2.FL.PWR.3e. Identify words with inconsistent but common spelling-sound correspondences.	• Word Work • Word Recognition • Power Words • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell	• Inconsistent words.pdf: Identify words with inconsistent but common spelling-sound correspondences. – Spelling and Sounds Activity

2.FL.PWR.3f. Recognize and read grade-appropriate irregularly spelled words.	• Read-Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
	• Word Recognition
	• Word Work
	• Power Words
		• Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words.
		  – Lesson 1: /ī/
		  – Lesson 2: /ō/
		  – Lesson 3: /f/
		  – Lesson 4: Irregular Plurals

2.FL.PWR.3g. Decode grade-level texts with purpose and understanding.	• Read-Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
		• Reading check.pdf: Read on-level text with purpose and understanding.
		  – 30 Online books to practice reading with purpose and understanding

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Word Composition		
Standard 4: FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
2.FL.WC.4a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.	• Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Words • Word Work • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Editing: Check Spelling; Check Tricky Spellings	• Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. – 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
2.FL.WC.4b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.	• Song: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble	• Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels. – Fluency Check Sheets • Prefix and suffix.pdf: Decode words with common prefixes and suffixes. – Lesson 30: Prefixes and Suffixes – Invent a Word: Prefixes – Build a Word: Prefixes – Past Tense Verb – Prefixes – Suffixes
2.FL.WC.4c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.	• Songs: Sneaky Magic E; Tricky Y to I; Double the Fun • Change Y to I • Word Work	
2.FL.WC.4d. Write most common, frequently used words and most irregular words.	• Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) • Spelling Exploration • Make and Spell • All-Star Spelling • Word Recognition • Power Words	• Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words. – Lesson 1: /ī/ – Lesson 2: /ō/ – Lesson 3: /f/ – Lesson 4: Irregular Plurals

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4: FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly *continued*.		
2.FL.WC.4e. Consult reference materials, including beginning dictionaries, to check and correct spelling.	• Song: Reading Detective (Build Vocabulary)	• Consulting reference materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. – Vocabulary Dictionary
2.FL.WC.4f. Print legibly in manuscript; write many upper and lowercase letters in cursive.	• Reading Detective: Build Vocabulary	• All writing activities provide an opportunity for students to produce grade appropriate text using legible writing.
Fluency		
Standard 5: FL.F.5 Read with sufficient accuracy and fluency to support comprehension.		
2.FL.F.5a. Read grade-level text with purpose and understanding.	• Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.)	• Reading check.pdf: Read on-level text with purpose and understanding. – 30 Online books to practice reading with purpose and understanding
2.FL.F.5b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.)	• Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. – Fluency Check Sheets
2.FL.F.5c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	• Use a Clue • Mystery Words • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.)	• Using the root word to determine meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Fluency Check Sheets

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Sentence Composition		
Standard 6: FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.		
2.FL.SC.6a. Use collective nouns.	• Irregular Plurals	
2.FL.SC.6b. Form and use frequently occurring irregular plural nouns.	• Song: Strange Spelling • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns	• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. – Moose are Not Meese – Plural Nouns
2.FL.SC.6c. Use reflexive pronouns such as myself and ourselves.	• Song: Pronouns • Pronouns	• Reflexive pronouns.pdf: Use reflexive pronouns. – Reflexive Pronouns
2.FL.SC.6d. Form and use the past tense of frequently occurring irregular verbs.	• Song: Irregular Verbs • Irregular Verbs	• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. – Writing About the Past Activity – Irregular Verbs
2.FL.SC.6e. Use adjectives and adverbs correctly.	• Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives • Revise: Add Details; Use Interesting Words	• Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. – Treasure Hunt: Adjectives and Adverbs – Simon Says: Verbs, Adverbs and Adjectives – Adjectives – Adverbs
2.FL.SC.6f. Produce, expand, and rearrange simple and compound sentences.	• Revise: Start Sentences Differently; Add Details; Use Interesting Words	• Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. – Change the Sentence
2.FL.SC.6g. Use common coordinating conjunctions.	• Power Words	
2.FL.SC.6h. Capitalize holidays, product names, and geographic names.	• Song: Capital Letters • Edit Capitals	• Capitalization.pdf: Capitalize holidays, product names, and geographic names. – Capitalization

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support *continued*.		
2.FL.SC.6i. Use commas in the greeting and closing of a letter.	• Song: Comma, Comma, Comma • Edit Commas	

2.FL.SC.6j. Use an apostrophe to form contractions and frequently occurring possessives.	• Songs: Apostrophe Pig; Contraction Action
	 • Contractions
	 • Possessive Nouns
		• Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.
		   – Contractions
		   – Possessive Nouns

2.FL.SC.6k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.	• 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 • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition		
Standard 7: FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Vocabulary Introduction: Present; Definitions; Matching • Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words; Compound Words • Read-Along Books • Informational Books (See titles at end of document.) • 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 • Look For a Clue • Use a Clue • Prefixes • Suffixes • Comparatives • Compound Words	• Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. – Invent a Word: Prefixes and Suffixes – Build a Word: Prefixes and Suffixes – Prefixes • Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. – Comparatives – Prefixes – Suffixes • 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. – Vocabulary Dictionary
2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related words.	• Songs: Adjectives Describe; Synonym Tree • Adjectives • Vocabulary Introduction: Present; Definitions; Matching • Synonyms	• Identify real-life connections.pdf: Identify real-life connections between words and their use. – Word Card Activity • Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. – Shades of Meaning Charades
2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS—LITERATURE		
Key Ideas and Details		
Standard 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Compare Characters • Map the Story	• 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. – 52 Online books to practice strategies for understanding.
Standard 2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		

2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	• Read-Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	  (See titles at end of document.)
	• Sum Up: Remember Order
		• Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
		  – Why Wind and Water Fight
		  – The Snow Lion
		  – How Rivers Began
		  – The Story of Tong and Mai Nhia

Standard 3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		

2.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.	• Describe Characters
	• Compare Characters: Why Wind and Water Fight
	• Map the Story
	• Sum Up: Remember Order
	• Sum Up: Five Ws
	• Read-Along Books
	  (See titles at end of document.)
		• How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges.
		  – What if You Were an Octopus?
		  – Why Wind and Water Fight

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
Standard 4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.	• Books: Bad News Shoes; I Hate Peas; Movin' to the Music • Expression: Phrases	• Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. – Poetry Book 1 – Poetry Book 2 – Bad News Shoes – Movin' to the Music Time – Winter Snoozers
Standard 5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	• Song: Reading Detective • Sum Up: Remember Order • Map the Story	
Standard 6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		
2.RL.CS.6 Determine when characters have different points of view.	• Books: Why Wind and Water Fight; Three Billy Goats Gruff • Compare Characters • Expression: Quotations	• Point of view.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. – Story Structure Activity
Integration of Knowledge and Ideas		
Standard 7: R.IKI.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• Read-Along Books (See titles at end of document.) • Compare Characters • Map the Story • Sum Up: Remember Order • Peek at the Story • Check My Guess	• 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. – 27 Online books to demonstrate understanding characters, setting, and plot.

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CURRICULUM

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8: R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Standard #8 is not applicable to literature.		
Standard # 9: R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures.	• Compare Characters • Read-Along Books • Traditional Tales (See titles at end of document.)	• Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. – Story Variations Activity
Range of Reading and Level of Text Complexity		
Standard 10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	• Reading Detective (Peek at the Story/Check My Guess) • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Build Knowledge • Sum Up: Remember Order • Map the Story • Fluency Comprehension	• Reading check.pdf: Read on-level text with purpose and understanding. – 30 Online books with Comprehension Discussion Activities
READING STANDARDS—INFORMATIONAL TEXT		
Key Ideas and Details		
Standard 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Compare Characters • Map the Story • Sum Up: Remember Order • Peek at the Story • Check My Guess	• 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. – Vocabulary Match: Islands and Volcanoes – Vocabulary Match: Tornadoes

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.	• Informational Books (See titles at end of document.)	• Identify the main topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. – Great White Bird – The Talking Lizard – Winter Snoozers – The Courage to Learn – The Bee's Secret
Standard 3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text	• Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace • Build Knowledge	• Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. – Louis Braille – The Courage to Learn – Discovering Dinosaur
Craft and Structure		
Standard 4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	• 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	• Find the meaning of a word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. – Vocabulary Match: Islands and Volcanoes – Vocabulary Match: Tornadoes

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.	• Reading Detective (Build Vocabulary)	• Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. – How to Grow a Garden
Standard 6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	• Informational Books (See titles at end of document.)	• Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe.
		  – Great White Bird
		  – The Pizza Book
		  – The Piñata Book
		  – The Talking Lizard
		  – The Courage to Learn
		  – The Bee's Secret

Integration of Knowledge and Ideas		
Standard 7: R.IKI.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book	• Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. – How to Grow a Garden
Standard 8: R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.	• Informational Books (See titles at end of document.)	• Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text. – How to Grow a Garden
Standard 9: R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.	• Books: Louis Braille and Seeing Fingers	• Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic. – Venn Diagram Activity: Penguins and Falcons

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
Standard 10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	• Informational Books • Read-Along Books (See titles at end of document.)	
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
Standard 1: SL.CC.1 Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.		
2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	Waterford Reading contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Class discussion.pdf: Follow agreed-upon rules for discussions. – Ball Toss Activity
Standard 2: SL.CC.2 Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		
2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	• Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge	• Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. – 45 Online books for listening for key ideas and details
Standard 3: SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.		• Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. – Ball Toss Activity

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas		
Standard 4: SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.		
2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		• Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. – Tell a Story Activity
Standard 5: SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• 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. – Visual Aids and Recording Activity
Standard 6: SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Song: What Is a Sentence? • Sentences	• Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences. – Class discussion – Conversation building – Ask questions – Key details – Gathering additional information through questions – Story telling – Creating stories

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING STANDARDS		
Text Types and Protocol		
Standard 1: W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		

2.W.TTP.1 Write opinion pieces on topics or texts.
a. Introduce topic or text.
b. State an opinion.
c. Supply reasons to support the opinion.
d. Use linking words to connect the reasons to the opinion.
e. Provide a concluding statement or section.
	• 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
		• 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.
		  – Bad News Shoes
		  – The Piñata Book
		  – Winter Snoozers

Standard 2: W.TTP.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effectives selection, organization, and analysis of content.		

2.W.TTP.2 Write informative/ explanatory texts.
a. Introduce a topic.
b. Use facts and definition to provide information.
c. Provide a concluding statement or section.
	• Writing Introduction
	• 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
		• 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.
		  – Noise? What Noise?
		  – The Pizza Books
		  – Little Tree

Standard 3: W.TTP.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
2.W.TTP.3 Write narratives recounting an event or short sequence of events. a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.	• Writing Introduction • 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	• 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. – 15 Story examples with suggestions for student writing.

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing		
Standard 4: W.PDW.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)	• Writing Introduction • 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 • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas	
Standard 5: W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.	• Writing Introduction • 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 • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas	
Standard 6: W.PDW.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	Writing resources offer suggestions for students to produce and publish writing using technology independently, as well as encouraging collaboration. • Word Processor	
Research to Build and Present Knowledge		
Standard 7: W.RBPK.7 Conduct short as well as more sustained research projects based on focus questions, demonstrate new understanding of the subject under investigation.		
2.W.RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.		• Collaborative writing.pdf: Participate in shared research and writing projects. – Noise? What Noise? – Discovering Dinosaurs – The Story Cloth – Little Tree

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS 2017

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8: W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.		
2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.	• Informational Books (See titles at end of document.) • Build Knowledge • Step Into the Story	• Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. – All on the Same Earth – The Bee's Secret
Standard 9: W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Begins in Grade 3		
Range of Writing		
Standard 10: W.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	Writing resources offer suggestions for students to produce and publish writing using technology independently, as well as encouraging collaboration.	

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

WATERFORD *Books and Related Activities*

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 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.

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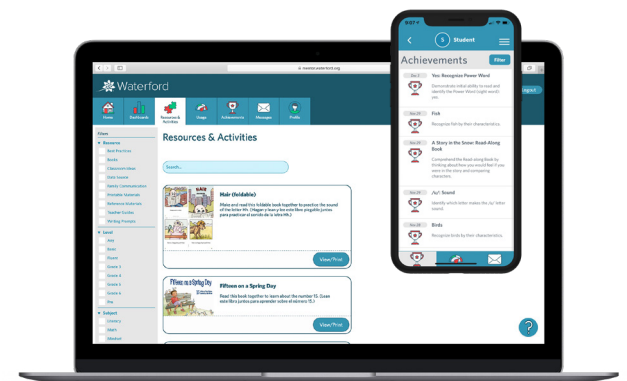
Waterford Mentor is available online and in the Mentor app (for iOS and Android).