

CURRICULUM *Correlation*

*Waterford Early
Learning:
Reading and
Classroom
Advantage*

92.5%

*Texas Essential
Knowledge and
Skills for English
Language Arts and
Reading, Adopted
2017 (Revised
August 2019)*

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| 110.2 KINDERGARTEN | | |
| B. KNOWLEDGE AND SKILLS | | |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. | | |
| <i>The student develops oral language through listening, speaking, and discussion. The student is expected to:</i> | | |
| (A) listen actively and ask questions to understand information and answer questions using multi-word responses; | <ul style="list-style-type: none"> • Science Investigation • Find an Answer • Sum up, Five Ws | <ul style="list-style-type: none"> • Key Details: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension |
| (B) restate and follow oral directions that involve a short, related sequence of actions; | Students interacting with Waterford are frequently asked to follow multi-step instructions. | |
| (C) share information and ideas by speaking audibly and clearly using the conventions of language; | Waterford provides many activities related to conventions of standard English grammar and usage. | <ul style="list-style-type: none"> • Speaking to express ideas: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things |
| (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and | | <ul style="list-style-type: none"> • Speaking and listening: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns |
| (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants. | | <ul style="list-style-type: none"> • Speaking to express ideas: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. | | |
| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</i> | | |
| (A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; | <ul style="list-style-type: none"> • Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme | <ul style="list-style-type: none"> • Rhyming words: Recognize and produce rhyming words. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - “Down by the Bay” - Rhyme Match - Rhyming Bingo - Sound Sense Cards |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|---|--|
| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:</i> | | |
| (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; | <ul style="list-style-type: none"> • Initial Sound • Right Initial Sound | |
| (iii) identifying the individual words in a spoken sentence; | <ul style="list-style-type: none"> • Letters Make Words • Look, Listen, Match | |
| (iv) identifying syllables in spoken words; | <ul style="list-style-type: none"> • Syllables • Syllable Safari | <ul style="list-style-type: none"> • Segmenting syllables: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables |
| (v) blending syllables to form multisyllabic words; | <ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon | |
| (vi) segmenting multisyllabic words into syllables; | <ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables | |
| (vii) blending spoken onsets and rimes to form simple words; | <ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • Blend Decodable Words | <ul style="list-style-type: none"> • Single syllable letter patterns: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables |
| (viii) blending spoken phonemes to form one-syllable words; | <ul style="list-style-type: none"> • Get Started With Sounds • Find the Picture • Blending • Blending Riddles • Blend Every Sound (Phonemes) • Blend Phonemes • One, Two, Three Sounds | |
| (ix) manipulating syllables within a multisyllabic word; and | <ul style="list-style-type: none"> • Syllables • Syllable Safari | |
| (x) segmenting spoken one-syllable words into individual phonemes; | <ul style="list-style-type: none"> • Phoneme Segmentation • Where Is the Sound? • Barnyard Bash | <ul style="list-style-type: none"> • Segmenting words: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continue:</i> | | |
| (B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; | <ul style="list-style-type: none"> • Letter Sound Songs • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room | |
| (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; | <ul style="list-style-type: none"> • Read With Me Books • Decodable Books (See titles at end of document.) • Sound Room • Letter Sound • Name That Letter Sound • Choose a Sound | |
| (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and | <ul style="list-style-type: none"> • Barnyard Bash • Change One Sound • One, Two, Three Sounds • Circus Clown Climbers • Choose a Sound • Where Is the Sound? | |
| (iv) identifying and reading at least 25 high-frequency words from a research-based list; | <ul style="list-style-type: none"> • Read With Me Books (See titles at end of document.) • Power Words | |
| (C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; | <ul style="list-style-type: none"> • Name Game (What's Your Name?) • Power Word • Stick 'n' Spell | |
| (ii) spelling words using sound-spelling patterns; and | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound • Choose a Sound | <ul style="list-style-type: none"> • Simple phonetic spelling: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|---|---|
| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:</i> | | |
| (iii) spelling high-frequency words from a research-based list; | <ul style="list-style-type: none"> • Power Words | |
| (D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; | <ul style="list-style-type: none"> • Print Directionality Introduction | |
| (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; | <p>All online books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion. The following lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Following words: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality |
| (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; | <ul style="list-style-type: none"> • Print Concepts • Look, Listen, Match | <ul style="list-style-type: none"> • Understanding spaces in print: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts |
| (iv) recognizing the difference between a letter and a printed word; and | <ul style="list-style-type: none"> • Letters Make Words | <ul style="list-style-type: none"> • Recognizing written words: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> - Map Text to Speech 1 - Map Text to Speech 2 |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|---|--|
| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:</i> | | |
| (v) identifying all uppercase and lowercase letters; and | <ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Alphabet Review • Pick the Letter (Letter Checker) • Fast Letter Fun • Coloring Game (Make a Scene) • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • Name Game (What's Your Name?) | <ul style="list-style-type: none"> • Upper and lower case letters: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz) |
| (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. | <ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Similarities and Differences in Letters • Alphabet Review • Name Game (What's Your Name?) | <ul style="list-style-type: none"> • Printing upper and lowercase: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter Worksheet - Letter Picture Handwriting Worksheets (Aa-Zz) |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. | | |
| <i>The student uses newly acquired vocabulary expressively. The student is expected to:</i> | | |
| (A) use a resource such as a picture dictionary or digital resource to find words; | Online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. | |
| (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and | <ul style="list-style-type: none"> • Vocabulary • Words Tell About the Pictures • Picture Story • Picture Clues | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|--|
| <i>The student uses newly acquired vocabulary expressively. The student is expected to continued:</i> | | |
| (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. | <ul style="list-style-type: none"> • Songs: Nouns; Verbs; More Than One; Preposition Ship • First, Next, and Last • Over, Under, and Through • Simple Shapes • Color Practice • Coloring Game | <ul style="list-style-type: none"> • Antonyms for verbs and adjectives: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> - Guess the Opposite |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. | | |
| <i>The student reads grade-appropriate texts independently.</i> | | |
| The student is expected to self-select text and interact independently with text for increasing periods of time. | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books • Decodable Books • Informational Books (See titles at end of document.) | |
| (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</i> | | |
| (A) establish purpose for reading assigned and self-selected texts with adult assistance; | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books • Decodable Books • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Group reading activities: Actively engage in group reading activities with purpose and understanding. |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; | <ul style="list-style-type: none"> • Find an Answer • Sum Up: Five Ws • Describe Characters • What Comes Next? • Picture Clues | <ul style="list-style-type: none"> • Key details: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension |
| (C) make and confirm predictions using text features and structures with adult assistance; | <ul style="list-style-type: none"> • Peek at the Story • Find an Answer • Picture Clues | <ul style="list-style-type: none"> • Relationship between picture and story: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies such as Peek at the Story and Use Clues to Guess |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|---|--|
| <i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</i> | | |
| (D) create mental images to deepen understanding with adult assistance; | <ul style="list-style-type: none"> • Print Directionality Introduction • Build Knowledge • Connect to Me • Step Into the Story • Picture Clues | |
| (E) make connections to personal experiences, ideas in other texts, and society with adult assistance; | <ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Step Into the Story | <ul style="list-style-type: none"> • Identify real-life connections: Identify real-life connections between words and their use (e.g., note places at school that are colorful). <ul style="list-style-type: none"> - Make Connections |
| (F) make inferences and use evidence to support understanding with adult assistance; | <ul style="list-style-type: none"> • Peek at the Story • Find an Answer • Picture Clues | <ul style="list-style-type: none"> • Relationship between picture and story: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies such as Peek at the Story and Use Clues to Guess |
| (G) evaluate details to determine what is most important with adult assistance; | <ul style="list-style-type: none"> • Look at Details • Describe Characters • Sum Up: Five Ws | |
| (H) synthesize information to create new understanding with adult assistance; and | <ul style="list-style-type: none"> • Connect to Me • Build Knowledge | |
| (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance. | <ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Pictures Tell About the Story • Picture Clues | |

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| (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</i> | | |
| (A) describe personal connections to a variety of sources; | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books • Decodable Books • Informational Books (See titles at end of document.) • Connect to Me • Build Knowledge | |
| (B) provide an oral, pictorial, or written response to a text; | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> • Writing with opinions: 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 |
| (C) use text evidence to support an appropriate response; | <ul style="list-style-type: none"> • Find an Answer • Sum Up: Five Ws • Describe Characters • What Comes Next? • Picture Clues | <ul style="list-style-type: none"> • Writing with opinions: 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 |
| (D) retell texts in ways that maintain meaning; | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next? | <ul style="list-style-type: none"> • Identify main topic: With prompting and support, identify the main topic and retell key details of a text. - Seeing Fingers - What Is a Cloud? - Legs |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to continued:</i> | | |
| (E) interact with sources in meaningful ways such as illustrating or writing; and | | <ul style="list-style-type: none"> • Writing with facts: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> - Fawn Eyes - A Story in the Snow |
| (F) respond using newly acquired vocabulary as appropriate. | <ul style="list-style-type: none"> • Vocabulary • Picture Clues | <ul style="list-style-type: none"> • Identify new meanings for words: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings |
| (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. | | |
| <i>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</i> | | |
| (A) discuss topics and determine the basic theme using text evidence with adult assistance; | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books • Decodable Books • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identify story elements: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build |
| (B) identify and describe the main character(s); | <ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws • Look at Details | <ul style="list-style-type: none"> • Identify story elements: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build |
| (C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and | <ul style="list-style-type: none"> • Sum Up: Five Ws • Sum Up: Remember Order | <ul style="list-style-type: none"> • Key details: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension |
| (D) describe the setting. | <ul style="list-style-type: none"> • Peek at the Story • Adjectives • Map the Story • Peek at the Story • Check My Guess | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. | | |
| <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</i> | | |
| (A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books • Informational Books (See titles at end of document.) | |
| (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems; | <ul style="list-style-type: none"> • Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme | <ul style="list-style-type: none"> • Types of text: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> - Lost Socks - Lumpy Mush - Three Little Kittens - The Alligator in the Library - Garden Visitors |
| (C) discuss main characters in drama; | <ul style="list-style-type: none"> • Describe Characters • Compare Characters | <ul style="list-style-type: none"> • Compare and contrast: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> - My Super Sticky Sandwich and Lumpy Mush - Lost Socks and Play Ball - At Camp and Family Vacation |
| (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues | <ul style="list-style-type: none"> • Identify main topic: With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Seeing Fingers - What Is a Cloud? - Legs |
| (ii) titles and simple graphics to gain information; and | <ul style="list-style-type: none"> • Look at Details • Picture Clues • Words Tell About the Pictures | <ul style="list-style-type: none"> • Relating pictures and text: With prompting and support, describe the relationship between illustrations and the text in which they appear. <ul style="list-style-type: none"> - Opposites - Watch the Woolly Worm - A Story in the Snow |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to continued:</i> | | |
| (iii) the steps in a sequence with adult assistance; | <ul style="list-style-type: none"> • What Comes Next? | <ul style="list-style-type: none"> • Supporting ideas with reason: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden - Think With Me |
| (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do ; and | | <ul style="list-style-type: none"> • Supporting ideas with reason: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden - Think With Me |
| (F) recognize characteristics of multimodal and digital texts. | All online books and digital text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motion. The multimodal books and lessons highlight text for the learner as the narrator speaks, which helps show the sequence of print. Vocabulary support provides slower pronunciation with pop-up definition and illustration. | |
| (9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</i> | | |
| (A) discuss with adult assistance the author’s purpose for writing text; | | <ul style="list-style-type: none"> • Supporting ideas with reason: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden - Think With Me |
| (B) discuss with adult assistance how the use of text structure contributes to the author’s purpose; | | <ul style="list-style-type: none"> • Types of text: Recognize common types of texts (e .g ., storybooks, poems). <ul style="list-style-type: none"> - Lost Socks - Lumpy Mush - Three Little Kittens - The Alligator in the Library - Garden Visitors |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p><i>The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to continued:</i></p> | | |
| <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> | | <ul style="list-style-type: none"> • Relationship between picture and story: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 stories with various strategies such as Peek at the Story and Use Clues to Guess |
| <p>(D) discuss with adult assistance how the author uses words that help the reader visualize; and</p> | | <ul style="list-style-type: none"> • Distinguish meaning among verbs: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> - Shades-of-Meaning Charades |
| <p>(E) listen to and experience first- and third-person texts.</p> | <p>Waterford online books feature narrations that model first- and third-person voice. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.</p> <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books <p>(See titles at end of document.)</p> | |
| <p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process.</p> | | |
| <p><i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</i></p> | | |
| <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> | <ul style="list-style-type: none"> • Prewrite: Mapping; Word Bank | <ul style="list-style-type: none"> • Collaborative writing: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> - Think and Write Activity - I Go . . . - At Camp - Together - Opposites |
| <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> | <ul style="list-style-type: none"> • Prewrite: Mapping; Word Bank | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:</i> | | |
| (C) revise drafts by adding details in pictures or words; | <ul style="list-style-type: none"> • Revise: Add Details | |
| (D) edit drafts with adult assistance using standard English conventions, including: (i) complete sentences; | Waterford provides many activities related to conventions of standard English grammar and usage. <ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences | |
| (ii) verbs; | <ul style="list-style-type: none"> • Song: Verbs • Verbs | |
| (iii) singular and plural nouns; | <ul style="list-style-type: none"> • Songs: Nouns; More Than One • Nouns • Plural Nouns | |
| (iv) adjectives , including articles; | <ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives | |
| (v) prepositions; | <ul style="list-style-type: none"> • Song: Preposition Ship | |
| (vi) pronouns, including subjective, objective, and possessive cases; | <ul style="list-style-type: none"> • Song: Pronouns • Pronouns | |
| (vii) [(vi)] capitalization of the first letter in a sentence and name; | <ul style="list-style-type: none"> • Song: Capital Letters (Proper Nouns); What is a Sentence? • Sentences | <ul style="list-style-type: none"> • Capitalization: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - “I Like Kites” Punctuation Worksheet |
| (viii) punctuation marks at the end of declarative sentences; and | <ul style="list-style-type: none"> • Songs: What is a Sentence?; Sentence Marks • Sentence Marks | <ul style="list-style-type: none"> • Punctuation: Recognize and name end punctuation. <ul style="list-style-type: none"> - “I Like Kites” Punctuation Worksheet |
| (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Power Words • Word Pattern Spelling | <ul style="list-style-type: none"> • Simple phonetic spelling: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:</i> | | |
| (E) share writing. | Waterford provides access to a word processor feature. This teacher led, digital tool encourages collaboration. | <ul style="list-style-type: none"> • Collaborative writing: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> - Think and Write Activity - I Go . . . - At Camp - Together - Opposites |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. | | |
| <i>The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</i> | | |
| (A) dictate or compose literary texts, including personal narratives; and | | <ul style="list-style-type: none"> • Writing narratives: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush |
| (B) dictate or compose informational texts. | | <ul style="list-style-type: none"> • Writing with facts: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> - Fawn Eyes - A Story in the Snow |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</i> | | |
| (A) generate questions for formal and informal inquiry with adult assistance; | <ul style="list-style-type: none"> • Science Investigation • Ask a Question | |
| (B) develop and follow a research plan with adult assistance; | | <ul style="list-style-type: none"> • Collaborative writing: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> - Think and Write Activity - I Go . . . - At Camp - Together - Opposites |
| (C) gather information from a variety of sources with adult assistance; | <ul style="list-style-type: none"> • Prewrite: Mapping; Word Bank | <ul style="list-style-type: none"> • Recalling information: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go . . . - Together - Opposites |
| (D) demonstrate understanding of information gathered with adult assistance; and | <ul style="list-style-type: none"> • Vocabulary • What Comes Next? • Missing Pictures • Sum Up: Five Ws | <ul style="list-style-type: none"> • Recalling information: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go . . . - Together - Opposites |
| (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | Waterford provides access to a word processor feature. This teacher led, digital tool encourages collaboration. | <ul style="list-style-type: none"> • Writing narratives: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| 110.3 GRADE 1 | | |
| B. KNOWLEDGE AND SKILLS | | |
| 1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. | | |
| <i>The student develops oral language through listening, speaking, and discussion. The student is expected to:</i> | | |
| (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; | <ul style="list-style-type: none"> • Ask a Question • Sum Up: Five Ws | <ul style="list-style-type: none"> • Key details: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw |
| (B) follow, restate, and give oral instructions that involve a short, related sequence of actions; | Students interacting with Waterford software are frequently asked to follow multi-step instructions. | |
| (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; | | <ul style="list-style-type: none"> • Use relevant details to express ideas and feelings: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> - Ask and Answer Activity |
| (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and | | <ul style="list-style-type: none"> • Class discussion: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity |
| (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings. | | <ul style="list-style-type: none"> • Use relevant details to express ideas and feelings: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> - Ask and Answer Activity |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. | | |
| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</i> | | |
| (A) demonstrate phonological awareness by: (i) producing a series of rhyming words; | <ul style="list-style-type: none"> • Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme | |
| (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; | <ul style="list-style-type: none"> • Initial Sound • Letter Sound Screening | |
| (iii) distinguishing between long and short vowel sounds in one-syllable words; | <ul style="list-style-type: none"> • Songs: Vowels Side by Side; Apples and Bananas Vowel Song; Old MacDonald's Vowel Song; Eensy, Weensy Mouse; Sneaky Magic E | <ul style="list-style-type: none"> • Long vs. Short vowel sounds: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards |
| (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; | <ul style="list-style-type: none"> • Blend Every Sound (Phonemes) • Phoneme Segmentation • Barnyard Bash • Circus Clown Climbers • Change One Sound • One, Two, Three Sounds | |
| (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; | <ul style="list-style-type: none"> • Find the Picture • Blending • Blending Riddles • Blend Every Sound (Phonemes) • Blending Dragon • Blend Phonemes | |
| (vi) manipulating phonemes within base words; and | <ul style="list-style-type: none"> • Circus Clown Climbers • Barnyard Bash • Change One Sound | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:</i> | | |
| (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; | <ul style="list-style-type: none"> • Where Is the Sound? • Phoneme Segmentation | |
| (B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; | <ul style="list-style-type: none"> • Songs: C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip, Chop; Where is a Whale? • Word Mastery • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace | <ul style="list-style-type: none"> • Single syllable letter patterns: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards |
| (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; | <ul style="list-style-type: none"> • Songs: C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip, Chop; Where is a Whale? • Word Mastery • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace | <ul style="list-style-type: none"> • Spelling-sound correspondences: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun! |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:</i> | | |
| (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; | <ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Construction • Word Pattern • Word Blending • Word Mastery Games • Mystery Words • Watch Me Read | <ul style="list-style-type: none"> • Long vowel words ending in e: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> - Pattern Word Building - Word Study Introduction - Spelling |
| (iv) using knowledge of base words to decode common compound words and contractions; | <ul style="list-style-type: none"> • Song: Compound Words • Syllables • Compound Words • Watch Me Read | <ul style="list-style-type: none"> • Two syllable letter patterns: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> - Reading Trick: Key Word Match - Reading Trick: Pattern Hunt - Reading Trick: Mystery Word |
| (v) decoding words with inflectional endings, including -ed, -s, and -es; and | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Inflectional endings: Read words with inflectional endings. <ul style="list-style-type: none"> - Pattern Word Building: Double the Letter - Language Concept Plural Nouns |
| (vi) identifying and reading at least 100 high-frequency words from a research-based list; | <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Walk-Through/Jump-Through Books • Readable Books (Read or Record) (See titles at end of document.) • Power Words | |
| (C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; | <ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Word Construction • Spelling Scramble • Word Pattern Spelling | <ul style="list-style-type: none"> • Spelling-sound correspondences: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun! |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:</i> | | |
| (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; | <ul style="list-style-type: none"> • Spelling Scramble • Word Pattern Spelling | <ul style="list-style-type: none"> • Spelling-sound correspondences: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun! |
| (iii) spelling words using sound-spelling patterns; and | <ul style="list-style-type: none"> • Spelling Scramble • Word Pattern Spelling • Word Construction | |
| (iv) spelling high-frequency words from a research-based list; | <ul style="list-style-type: none"> • Rascal Presents a Word • Power Words | |
| (D) demonstrate print awareness by identifying the information that different parts of a book provide; | Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> • Print Concepts | <ul style="list-style-type: none"> • Locating key facts: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden |
| (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and | <ul style="list-style-type: none"> • Song: ABC Order; Reading Detective (Build Vocabulary) • Alphabetic Order | <ul style="list-style-type: none"> • Using glossaries and dictionaries: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary |
| (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. | | <ul style="list-style-type: none"> • All writing activities provide an opportunity for students to produce grade-appropriate text using legible writing. |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. | | |
| <i>The student uses newly acquired vocabulary expressively. The student is expected to:</i> | | |
| (A) use a resource such as a picture dictionary or digital resource to find words; | <ul style="list-style-type: none"> • Song: Reading Detective (Build Vocabulary) | |
| (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; | <p>Online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> | |
| (C) identify the meaning of words with the affixes -s, -ed, and -ing; and | <ul style="list-style-type: none"> • Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Double the Fun • Prefixes • Suffixes | <ul style="list-style-type: none"> • Cluing of frequently occurring affixes: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> - Affixes and Inflections |
| (D) identify and use words that name actions, directions, positions, sequences, categories, and locations. | <ul style="list-style-type: none"> • Songs: Preposition Ship; Nouns; Verbs; Adjectives Describe; It Happened Yesterday • Nouns • Verbs • Past Tense Verbs • Adjectives | |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency | | |
| <i>The student reads grade-level text with fluency and comprehension.</i> | | |
| The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. | <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) • Expression: Exclamations; Phrases; Quotations; Questions; Pauses • Fluency Speed | <ul style="list-style-type: none"> • Reading check: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Waterford Books - Repeated Readings - Fluency Check Sheets |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. | | |
| <i>The student reads grade-appropriate texts independently.</i> | | |
| The student is expected to self-select text and interact independently with text for increasing periods of time. | <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) • Reader’s Choice Menu | <ul style="list-style-type: none"> • Reading check: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Waterford Books |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</i> | | |
| (A) establish purpose for reading assigned and self-selected texts with adult assistance; | <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) • Reader’s Choice Menu | <ul style="list-style-type: none"> • Reading check: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Waterford Books |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; | <ul style="list-style-type: none"> • Ask a Question • Sum Up: Five Ws • Peek at the Story | <ul style="list-style-type: none"> • Key details: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw |
| (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance; | <ul style="list-style-type: none"> • Peek at the Story | <ul style="list-style-type: none"> • Locating key facts: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden |
| (D) create mental images to deepen understanding with adult assistance; | <ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Imagine Beyond | <ul style="list-style-type: none"> • Feelings and senses: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> - 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 |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to continued:</i> | | |
| (E) make connections to personal experiences, ideas in other texts, and society with adult assistance; | <ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Describe Characters • Compare Characters | <ul style="list-style-type: none"> • Connecting ideas: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> - 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 |
| (F) make inferences and use evidence to support understanding with adult assistance; | <ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Sum Up: Five Ws • Sum Up: Remember Order • Peek At the Story • Describe Characters • Imagine Beyond | |
| (G) evaluate details to determine what is most important with adult assistance; | <ul style="list-style-type: none"> • Recall details • Describe Characters • Compare Characters | <ul style="list-style-type: none"> • Identifying the main topic: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to be a Scientist Like Jane Goodall - I Want to be a Scientist Like George Washington Carver - I Want to be a Scientist Like Wilbur and Orville Wright |
| (H) synthesize information to create new understanding with adult assistance; and | <ul style="list-style-type: none"> • Build Knowledge • Connect to Me | |
| (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. | <ul style="list-style-type: none"> • Songs: Look For a Clue • Build Knowledge • Ask a Question • Use a Clue | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</i> | | |
| (A) describe personal connections to a variety of sources; | <ul style="list-style-type: none"> • Connect to Me | |
| (B) write brief comments on literary or informational texts; | | <ul style="list-style-type: none"> • Writing with opinions: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities |
| (C) use text evidence to support an appropriate response; | <ul style="list-style-type: none"> • Recall Details • Sum Up: Remember Order • Sum Up: Five Ws | <ul style="list-style-type: none"> • Key details: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw |
| (D) retell texts in ways that maintain meaning; | <ul style="list-style-type: none"> • Recall Details • Sum Up: Remember Order • Sum Up: Five Ws | <ul style="list-style-type: none"> • Story retelling: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw |
| (E) interact with sources in meaningful ways such as illustrating or writing; and | | <ul style="list-style-type: none"> • Writing with facts: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> - Topical Writing Activities |
| (F) respond using newly acquired vocabulary as appropriate. | All activities in Speaking and Listening and Language standards provide opportunities for students to appropriately use newly acquired vocabulary. | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. | | |
| <i>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</i> | | |
| (A) discuss topics and determine theme using text evidence with adult assistance; | <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identifying the main topic: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to be a Scientist Like Jane Goodall - I Want to be a Scientist Like George Washington Carver - I Want to be a Scientist Like Wilbur and Orville Wright |
| (B) describe the main character(s) and the reason(s) for their actions; | <ul style="list-style-type: none"> • Describe Characters • Compare Characters | <ul style="list-style-type: none"> • Describe the story: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs |
| (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and | <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) • Recall Details • Sum Up: Remember Order • Sum Up: Five Ws | |
| (D) describe the setting. | <ul style="list-style-type: none"> • Recall Details • Map the Story • Peek at the Story • Check My Guess | <ul style="list-style-type: none"> • Describe the story: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> - The Gingerbread Man - The Little Red Hen - The City Mouse and the Country Mouse - The Brothers |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. | | |
| <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</i> | | |
| (A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; | <ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> • Information vs story: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden |
| (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) | <ul style="list-style-type: none"> • Rhythm: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin’ to the Music Time - Winter Snoozers |
| (C) discuss elements of drama such as characters and setting; | <ul style="list-style-type: none"> • Describe Characters • Compare Characters • Sum Up: Remember Order • Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> • Describe the story: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs |
| (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; | <ul style="list-style-type: none"> • Recall Details • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identifying the main topic: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to be a Scientist Like Jane Goodall - I Want to be a Scientist Like George Washington Carver - I Want to be a Scientist Like Wilbur and Orville Wright |
| (ii) features and simple graphics to locate or gain information; and | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Pulling information from a picture or text: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> - Star Pictures |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to continued:</i> | | |
| (iii) organizational patterns such as chronological order and description with adult assistance; | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • What Comes Next? | |
| (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Writing with opinions: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities |
| (F) recognize characteristics of multimodal and digital texts. | All online books and digital text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motion. The multimodal books and lessons highlight text for the learner as the narrator speaks, which helps show the sequence of print. Vocabulary support provides slower pronunciation with pop-up definition and illustration. | |
| (10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</i> | | |
| (A) discuss the author’s purpose for writing text; | <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Information vs story: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden |
| (B) discuss how the use of text structure contributes to the author’s purpose; | <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Information vs story: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p><i>The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to continued:</i></p> | | |
| <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> | <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Describe the story: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> - The Gingerbread Man - The Little Red Hen - The City Mouse and the Country Mouse - The Brothers |
| <p>(D) discuss how the author uses words that help the reader visualize; and</p> | <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Feelings and senses: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> - 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 |
| <p>(E) listen to and experience first- and third-person texts</p> | <p>Waterford online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples of first or third person, while exposing them to adult, child, or character voices.</p> <ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) | |
| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process.</p> | | |
| <p><i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</i></p> | | |
| <p>(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming</p> | <ul style="list-style-type: none"> • Prewrite: Mapping; Word Bank | |
| <p>(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and</p> | <ul style="list-style-type: none"> • First Draft | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:</i> | | |
| (ii) developing an idea with specific and relevant details; | <ul style="list-style-type: none"> • Revise: Add Details | |
| (C) revise drafts by adding details in pictures or words; | <ul style="list-style-type: none"> • Revise: Add Details | |
| (D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; | <ul style="list-style-type: none"> • Song: What is a Sentence?; It Happened Yesterday; Nouns; More Than One • Sentences • Plural Nouns • Past Tense Verbs • Nouns • Verbs • Revise: Start Sentences Differently | <ul style="list-style-type: none"> • Singular and Plural nouns: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns - Verbs and Nouns - Verb Endings |
| (ii) past and present verb tense; | <ul style="list-style-type: none"> • Song: It Happened Yesterday • Past Tense Verbs | <ul style="list-style-type: none"> • Verbs: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs |
| (iii) singular, plural, common, and proper nouns; | <ul style="list-style-type: none"> • Songs: Capital Letters (Proper Nouns); More Than One; Nouns • Plural Nouns | <ul style="list-style-type: none"> • Nouns: Use common, proper, and possessive nouns. • Skill Builder Song: “Nouns” <ul style="list-style-type: none"> - Nouns |
| (iv) adjectives, including articles | <ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives | <ul style="list-style-type: none"> • Adjectives: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Adjectives |
| (v) adverbs that convey time; | <ul style="list-style-type: none"> • Song: Adverbs • Adverbs | |
| (vi) prepositions; | <ul style="list-style-type: none"> • Song: Preposition Ship | <ul style="list-style-type: none"> • Prepositions: Use frequently occurring prepositions. • Preposition |
| (vii) pronouns, including subjective, objective, and possessive cases | <ul style="list-style-type: none"> • Song: Pronouns • Pronouns | <ul style="list-style-type: none"> • Pronouns: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns |
| (viii) capitalization for the beginning of sentences and the pronoun “I”; | <ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences • Pronouns | <ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:</i> | | |
| (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and | <ul style="list-style-type: none"> • Song What is a Sentence? • Sentences • Sentence Marks | <ul style="list-style-type: none"> • Punctuation: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences |
| (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and | <ul style="list-style-type: none"> • Spelling Scramble • Word Pattern Spelling • Power Words • Spell and Blend • Say and Trace • Double the Fun | <ul style="list-style-type: none"> • Spelling-sound correspondences: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun! |
| (E) publish and share writing. | <ul style="list-style-type: none"> • Play and Practice: Word Processor | |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. | | |
| <i>The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</i> | | |
| (A) dictate or compose literary texts, including personal narratives and poetry; | | <ul style="list-style-type: none"> • Writing narratives: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> - Narrative Writing Activities |
| (B) dictate or compose informational texts, including procedural texts; and | | <ul style="list-style-type: none"> • Writing with facts: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> - Topical Writing Activities |
| (C) dictate or compose correspondence such as thank you notes or letters . | <ul style="list-style-type: none"> • Book: Today I Write a Letter | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</i> | | |
| (A) generate questions for formal and informal inquiry with adult assistance; | <ul style="list-style-type: none"> • Ask a Question | |
| (B) develop and follow a research plan with adult assistance; | <ul style="list-style-type: none"> • Prewrite: Mapping; Word Bank | <ul style="list-style-type: none"> • Collaborative writing: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process |
| (C) identify and gather relevant sources and information to answer the questions with adult assistance; | | <ul style="list-style-type: none"> • Recalling information: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - Andy’s Adventures - At Camp - I Go... - Together - Opposites |
| (D) demonstrate understanding of information gathered with adult assistance; and | | <ul style="list-style-type: none"> • Reading check: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - Waterford Books |
| (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | <ul style="list-style-type: none"> • Play and Practice: Word Processor | <ul style="list-style-type: none"> • Recalling information: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> - The Writing Process |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| 110.4 GRADE 2 | | |
| B. KNOWLEDGE AND SKILLS | | |
| 1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. | | |
| <i>The student develops oral language through listening, speaking, and discussion. The student is expected to:</i> | | |
| <p>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p> | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Compare Characters • Map the Story | <ul style="list-style-type: none"> • Who, what, where, when, and why: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - The Show - Dinosaur Bones - Mike and the Mice - Huge Red Plume - The Bees - My Shark - Barnaby - Animals in the House - Clouds - Do You Know? - The Noise in the Night - Cow on the Hill - Strawberry Jam - Jade’s Note - Lightning Bugs - Bertie - Louis Braille: Light out of Darkness - Cory’s Horn - Troll’s Visit - The Lion and the Mouse - Andrew’s News - Frank’s Pranks - Sue’s Slime - Through the Back Fence - The Name of the Tree - Fudge for Sale - The Giant and the Hare |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student develops oral language through listening, speaking, and discussion. The student is expected to continued:</i> | | |
| (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses <i>continued</i> ; | | <ul style="list-style-type: none"> - Photos for Phil - Moose are not Meese - Little Barry Busy - Bandage Bandit - Bad News Shoes - Rocks in My Socks - I Met a Monster - The Snow Lion - The Story Cloth - Snake Weaves a Rug - Lorenzo’s Llama - The Sweater - Turtle’s Pond - Noise? What Noise? - The Story of Tong and Mai Nhia - Why Wind and Water Fight - What if You Were an Octopus? - Little Tree - The Talking Lizard - The Weather on Blackberry Lane - The Bee’s Secret - Pencil Magic - How Rivers Began - Elephant Upstairs |
| (B) follow, restate, and give oral instructions that involve a short, related sequence of actions; | As students interact with the Waterford software, they are frequently asked to follow multi-step instructions. | |
| (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; | | <ul style="list-style-type: none"> • Story telling: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> - Tell a Story Activity |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student develops oral language through listening, speaking, and discussion. The student is expected to continued:</i> | | |
| (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and | | <ul style="list-style-type: none"> • Class discussion: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity • Conversation building: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> - Ball Toss Activity |
| (E) develop social communication such as distinguishing between asking and telling. | Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities. | |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. | | |
| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</i> | | |
| (A) demonstrate phonological awareness by: (i) producing a series of rhyming words; | Although phonological awareness is not specifically taught in Fluent Reading, it is extensively addressed in Pre-Reading and Basic Reading with systematic, direct, and explicit instruction. Ongoing review and practice provides opportunities for students to develop skills and demonstrate their knowledge. <ul style="list-style-type: none"> • Rhyme • Rhyme Match • Rhyming Words • One Doesn't Rhyme • Finish the Picture • Sing a Rhyme Songs/Books (See titles at end of document.) | |
| (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; | <ul style="list-style-type: none"> • Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Apples and Bananas | <ul style="list-style-type: none"> • Long vs. Short vowel sounds: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> - Lesson 1: /ā/ - Lesson 2: /ō/ - Lesson 3: /ī/ - Lesson 3: /ū/ - Readable Check Sheets |

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| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:</i> | | |
| (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and | <ul style="list-style-type: none"> • Blending Riddles • Circus Clown Climbers • Barnyard Bash | |
| (iv) manipulating phonemes within base words; | <ul style="list-style-type: none"> • Blending Riddles • Circus Clown Climbers • Barnyard Bash | |
| (B) demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends; | <ul style="list-style-type: none"> • Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Power Words | <ul style="list-style-type: none"> • Long vs. Short vowel sounds: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> - Lesson 1: /ā/ - Lesson 2: /ō/ - Lesson 3: /ī/ - Lesson 3: /ū/ - Readable Check Sheets |
| (ii) decoding words with silent letters such as knife and gnat; | <ul style="list-style-type: none"> • Power Words | <ul style="list-style-type: none"> • Inconsistent words: Identify words with inconsistent but common spelling-sound correspondences. <ul style="list-style-type: none"> - Spelling and Sounds Activity |
| (iii) decoding multi-syllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | <ul style="list-style-type: none"> • Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Word Recognition • Readable Word Play • Guess the Word • Mystery Words • Power Words | <ul style="list-style-type: none"> • Two syllable letter patterns: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> - Fluency Check Sheets |
| (iv) decoding compound words, contractions, and common abbreviations; | <ul style="list-style-type: none"> • Song: Contraction Action • Compound Words • Power Words | |
| (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; | <ul style="list-style-type: none"> • Power Words • Readable Read/Record Books (See titles at end of document.) | |

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| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:</i> | | |
| (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and | <ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Prefixes • Suffixes • Comparatives • Change Y to I • Power Words | <ul style="list-style-type: none"> • Prefix and suffix: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb Worksheets - Prefixes Worksheets - Suffixes Worksheets |
| (vii) identifying and reading high-frequency words from a research-based list; | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Words | |
| (C) demonstrate and apply spelling knowledge by: (i) spelling one-syllable and multi-syllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | <ul style="list-style-type: none"> • 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 Words • Spelling Game • Spelling Instruction • Word Recognition • Spell and Blend • Spelling Scramble | <ul style="list-style-type: none"> • Spelling-sound correspondences: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lesson 1: /ē/, /ā/ - Lesson 2: /ar/ - Lesson 3: /oo/ as in book - Lesson 4: /oo/ as in zoo - Lesson 5: /ō/ - Lesson 6: /ow/ - Lesson 7: /ow/ - Lesson 8: /oi/ - Lesson 9: /aw/ - Lesson 10: /ō/ - Lesson 11: /er/ - Lesson 12: /or/ - Lesson 13: /ng/ - Lesson 14: /ī/ - Lesson 15: /ī/ - Lesson 16: /ō/ |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:</i> | | |
| (C) demonstrate and apply spelling knowledge by: (i) spelling one-syllable and multi-syllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables <i>continued</i> ; | | <ul style="list-style-type: none"> - Lesson 17: /oo/ letter team -ew as in new and few - Lesson 18: /oo/ letter team -ue as in blue - Lesson 19: /e/ - Lesson 20: Homophones - Readable Check Sheets |
| (ii) spelling words with silent letters such as knife and gnat; | <ul style="list-style-type: none"> • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell • Spelling Game • Mystery Words • Guess the Word • Spell and Blend • Spelling Scramble | <ul style="list-style-type: none"> • Inconsistent words: Identify words with inconsistent but common spelling-sound correspondences. <ul style="list-style-type: none"> - Spelling and Sounds Activity |
| (iii) spelling compound words, contractions, and common abbreviations; | <ul style="list-style-type: none"> • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell • Spelling Game • Mystery Words • Guess the Word • Spell and Blend • Spelling Scramble | |
| (iv) spelling multisyllabic words with multiple sound-spelling patterns; | <ul style="list-style-type: none"> • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell • Spelling Game • Mystery Words • Guess the Word • Spell and Blend • Spelling Scramble | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:</i> | | |
| <p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p> | <ul style="list-style-type: none"> • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell • Spelling Game • Mystery Words • Guess the Word • Spell and Blend • Spelling Scramble • Power Words | |
| <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p> | <ul style="list-style-type: none"> • Songs: Let’s Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell • Spelling Game • Mystery Words • Guess the Word • Spell and Blend • Spelling Scramble | <ul style="list-style-type: none"> • Prefix and suffix: Decode words with common prefixes and suffixes. • Lesson 30: Prefixes and Suffixes <ul style="list-style-type: none"> - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb Worksheets - Prefixes Worksheets - Suffixes Worksheets |
| <p>(D) alphabetize a series of words and use a dictionary or glossary to find words; and</p> | <ul style="list-style-type: none"> • Song: ABC Order; Reading Detective (Build Vocabulary) • Alphabetic Order | |
| <p>(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> | | <p>All writing activities provide an opportunity for students to develop handwriting and produce grade-appropriate text.</p> |

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| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. | | |
| <i>The student uses newly acquired vocabulary expressively. The student is expected to:</i> | | |
| (A) use print or digital resources to determine meaning and pronunciation of unknown words; | <ul style="list-style-type: none"> • 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 Word Tutorial • Build Vocabulary | <ul style="list-style-type: none"> • Find the meaning of a word: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes |
| (B) use context within and beyond a sentence to determine the meaning of unfamiliar words; | <ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues • Use a Clue • Watch Me Read • Build Vocabulary | |
| (C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and | <ul style="list-style-type: none"> • Songs: Let’s Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes | <ul style="list-style-type: none"> • Adding prefixes to known words: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes Worksheets • Using the root word to determine meaning: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives Worksheets - Prefixes Worksheets - Suffixes Worksheets |
| (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. | <ul style="list-style-type: none"> • Song: Synonym Tree; Antonym Ant: Homophone Monkey • Synonyms • Antonyms • Homophones | <ul style="list-style-type: none"> • Identify new meanings for words: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings |

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| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. | | |
| The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. | <ul style="list-style-type: none"> • Expression: Pauses; Exclamations; Quotations; Questions • Fluency: Speed; Comprehension | |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. | | |
| The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) • Reader’s Choice Menu | |
| (6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. | | |
| <i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</i> | | |
| (A) establish purpose for reading assigned and self-selected texts; | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.) • Reader’s Choice Menu | |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | <ul style="list-style-type: none"> • Fluency Comprehension • Ask a Question • Sum Up: Five Ws | |
| (C) make and correct, or confirm predictions using text features, characteristics of genre, and structures; | <ul style="list-style-type: none"> • Song: Reading Detective (Peek at the Story/Check My Guess) • Peek at the Story • Check My Guess | |
| (D) create mental images to deepen understanding; | <ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water | <ul style="list-style-type: none"> • Clarifying with pictures: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden |
| (E) make connections to personal experiences, ideas in other texts, and society; | <ul style="list-style-type: none"> • Step Into the Story • Connect to Me | |

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| <i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to continued:</i> | | |
| (F) make inferences and use evidence to support understanding; | <ul style="list-style-type: none"> • Fluency Comprehension | |
| (G) evaluate details to determine key ideas; | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (Read, Record, Listen) (See titles at end of document.) • Map the Story | <ul style="list-style-type: none"> • Key details: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - The Show - Dinosaur Bones - Huge Red Plume - The Bees - Mike and the Mice - My Shark - Barnaby - Cow on the Hill - Animals in the House - Clouds - Do You Know? - The Noise in the Night - Strawberry Jam - Cory's Horn - Jade's Note - The Lion and Mouse - Bertie - Lightning Bugs - Louis Braille: Out of Darkness - Sue's Slime - Troll's Visit - The Name of the Tree - Andrew's News - The Giant and the Hare - Frank's Pranks - Photos for Phil - Through the Back Fence - Moose are Not Meese - Fudge for Sale - Little Barry Busy |

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| <i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to continued:</i> | | |
| (G) evaluate details to determine key ideas <i>continued</i> ; | | <ul style="list-style-type: none"> - Turtle's Pond - Noise? What Noise? - The Story of Tong and Mai Nhia - Why Wind and Water Fight - What if You Were an Octopus? - Little Tree - The Talking Lizard - The Weather on Blackberry Lane - The Bee's Secret - Pencil Magic - How Rivers Began - Elephant Upstairs |
| (H) synthesize information to create new understanding; and | <ul style="list-style-type: none"> • Song: Reading Detective (Build Vocabulary) • Build Knowledge • Build Vocabulary • Informational Books (See titles at end of document.) | |
| (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. | <ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy's Clues • Use a Clue | <ul style="list-style-type: none"> • Gathering additional information through questions: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> - Ball Toss Activity |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</i> | | |
| (A) describe personal connections to a variety of sources; | <ul style="list-style-type: none"> • Connect to Me | <ul style="list-style-type: none"> • Recalling information: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites |

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| <i>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to continued:</i> | | |
| (B) write brief comments on literary or informational texts that demonstrate an understanding of the text; | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Writing with facts: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree • W.2.3.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - 15 stories, activities to demonstrate understanding of the text. |
| (C) use text evidence to support an appropriate response; | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Recalling information: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites |
| (D) retell and paraphrase texts in ways that maintain meaning and logical order; | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • Map the Story | <ul style="list-style-type: none"> • Moral of the story: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia |

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| <i>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to continue:</i> | | |
| (E) interact with sources in meaningful ways such as illustrating or writing; and | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Recalling information: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites |
| (F) respond using newly acquired vocabulary as appropriate. | Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. | <ul style="list-style-type: none"> • Using words learned through everyday use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements | | |
| <i>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</i> | | |
| (A) discuss topics and determine theme using text evidence with adult assistance; | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Moral of the story: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia |
| (B) describe the main character's (characters') internal and external traits; | <ul style="list-style-type: none"> • Song: Reading Detective (Compare Characters) • Compare Characters • Describe Characters | <ul style="list-style-type: none"> • How are characters affected by story events: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> - What if You Were an Octopus? - Why Wind and Water Fight |
| (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Understanding characters, setting, or plot: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 27 stories to Understand Plot Elements |

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| <i>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to continued:</i> | | |
| (D) describe the importance of the setting. | <ul style="list-style-type: none"> • Map the Story • Peek at the Story • Check My Guess | <ul style="list-style-type: none"> • Who, what, where, when, and why: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - Islands and Volcanoes |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres | | |
| <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</i> | | |
| (A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> • Moral of the story: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia |
| (B) explain visual patterns and structures in a variety of poems; | | <ul style="list-style-type: none"> • Rhythm: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin’ to the Music Time - Winter Snoozers |
| (C) discuss elements of drama such as characters, dialogue, and setting; | <ul style="list-style-type: none"> • Compare Characters • Map the Story • Sum Up: Remember Order • Peek at the Story • Check My Guess | <ul style="list-style-type: none"> • Understanding characters, setting, or plot: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - The Show - Dinosaur Bones - Mike and the Mice - My Shark - Barnaby - Animals in the House - Clouds |

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| <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to continued:</i> | | |
| (C) discuss elements of drama such as characters, dialogue, and setting <i>continued</i> ; | | <ul style="list-style-type: none"> - The Noise in the Night - Cow on the Hill - Strawberry Jam - Jade’s Note - Lightning Bugs - Bertie - Louis Braille: Light out of Darkness - Cory’s Horn - Troll’s Visit - The Lion and the Mouse - Andrew’s News - Frank’s Pranks - Sue’s Slime - Through the Back Fence - The Name of the Tree - Fudge for Sale - The Giant and the Hare - Photos for Phil - Moose are not Meese - Little Barry Busy |
| (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identify the main topic: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee’s Secret - Reaching Above |
| (ii) features and graphics to locate and gain information; and | <ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water | <ul style="list-style-type: none"> • Locating key facts: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> - How to Grow a Garden |
| (iii) organizational patterns such as chronological order and cause and effect stated explicitly; | <ul style="list-style-type: none"> • Sum Up: Remember Order | |

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| <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to continued:</i> | | |
| (E) recognize characteristics of persuasive text, including; (i) stating what the author is trying to persuade the reader to think or do; and | | <ul style="list-style-type: none"> • Identify the main purpose of a text: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee’s Secret - Reaching Above |
| (ii) distinguishing facts from opinion; and | | <ul style="list-style-type: none"> • Writing with opinions: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers • Writing with facts: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree |
| (F) recognize characteristics of multimodal and digital texts. | All online books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motion. The multimodal books and lessons highlight text for the learner, as the narrator speaks, which helps show the sequence of print. Vocabulary support provides slower pronunciation with pop-up definition and illustration. | |

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| (10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</i> | | |
| (A) discuss the author’s purpose for writing text; | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identify the main purpose of a text: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee’s Secret - Reaching Above |
| (B) discuss how the use of text structure contributes to the author’s purpose; | | <ul style="list-style-type: none"> • Locating key facts: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> - How to Grow a Garden |
| (C) discuss the author’s use of print and graphic features to achieve specific purposes; | <ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water | <ul style="list-style-type: none"> • Clarifying with pictures: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden |
| (D) discuss the use of descriptive, literal, and figurative language; | Waterford provides many activities for students to explore figurative language, word relationships, and meanings. | |
| (E) identify the use of first or third person in a text; and | Online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples of first or third person, while exposing them to adult, child, or character voices. | |
| (F) identify and explain the use of repetition. | <ul style="list-style-type: none"> • Sing a Rhyme Songs/ Books • Read With Me Books • Traditional Tales • Read-Along Books (See titles at end of document.) | |

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| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. | | |
| <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</i> | | |
| (A) plan a first draft by generating ideas for writing such as drawing and brainstorming; | <ul style="list-style-type: none"> • Writing Introduction • Prewrite: Word Bank; Mapping • Writing: Start With a Problem; Rough Draft • Word Processor | |
| (B) develop drafts into a focused piece of writing by: (i) organizing with structure; and | <ul style="list-style-type: none"> • Writing Introduction • Writing: Choose a Title; Start With a Problem • Revise: Stick to the Topic • Word Processor | |
| (ii) developing an idea with specific and relevant details; | <ul style="list-style-type: none"> • Revise: Add Details; Stick to the Topic • Word Processor | |
| (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences; | <ul style="list-style-type: none"> • Revise: Add Details; Delete Extra Words; Start Sentences Differently; Stick to the Topic, Use Interesting Words • Word Processor | |
| (D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; | <ul style="list-style-type: none"> • Edit: Punctuation • Nonaction Verbs • Word Processor | |
| (ii) past, present, and future verb tense; | <ul style="list-style-type: none"> • Songs: Verbs; Irregular Verbs; More About Verbs • Irregular Verbs • Nonaction Verbs • Word Processor | |
| (iii) singular, plural, common, and proper nouns; | <ul style="list-style-type: none"> • Songs: Nouns; Capital Letters (Proper Nouns) • Word Processor | |
| (iv) adjectives, including articles; | <ul style="list-style-type: none"> • Songs: Adjectives Describe • Adjectives • Word Processor | <ul style="list-style-type: none"> • Adjectives vs. Adverbs: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs, and Adjectives - Worksheets: Adjectives; Adverbs |

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| <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:</i> | | |
| (v) adverbs that convey time and adverbs that convey place; | <ul style="list-style-type: none"> • Song: Adverbs • Adverbs • Word Processor | <ul style="list-style-type: none"> • Adjectives vs. Adverbs: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs, and Adjectives - Worksheets: Adjectives; Adverbs |
| (vi) prepositions and prepositional phrases; | <ul style="list-style-type: none"> • Song: Preposition Ship • Word Processor | |
| (vii) pronouns, including subjective, objective, and possessive cases; | <ul style="list-style-type: none"> • Song: Pronouns • Pronouns | <ul style="list-style-type: none"> • Reflexive pronouns: Use reflexive pronouns. <ul style="list-style-type: none"> - Worksheet: Reflexive Pronouns |
| (viii) coordinating conjunctions to form compound subjects and predicates; | | <ul style="list-style-type: none"> • Simple and compound sentences: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Worksheet: Change the Sentence |
| (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; | <ul style="list-style-type: none"> • Songs: Capital Letters (Titles; Proper Nouns; Days; Places) • Edit Capitals | |
| (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and | <ul style="list-style-type: none"> • Song: What Is a Sentence?; Comma, Comma, Comma; Apostrophe Pig; Contraction Action • Edit End Punctuation • Edit Punctuation • Edit Commas | |
| (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | <ul style="list-style-type: none"> • Spelling • Edit Spelling • Edit Tricky Spelling • Spelling Exploration • Change Y to I • All Star Spelling • Spell and Blend • Power Words | |

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| <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:</i> | | |
| (E) publish and share writing. | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. | | |
| <i>The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</i> | | |
| (A) compose literary texts, including personal narratives and poetry; | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Writing narratives: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - I met a Monster - Turtle's Pond - Bandage Bandit - The Story Cloth - Snake Weaves a Rug - Lorenzo's Llama - The Sweater - The Courage to Learn - Why Wind and Water Fight - The Bee's Secret - Macaw's Chorus - How Rivers Began - Pencil Magic - Elephant Upstairs - Reaching Above |

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| <i>The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to continued:</i> | | |
| (B) compose informational texts, including procedural texts and reports; and | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Play and Practice • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Writing with facts: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree |
| (C) compose correspondence such as thank you notes or letters. | <ul style="list-style-type: none"> • Book: Today I Write a Letter | |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. | | |
| <i>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</i> | | |
| (A) generate questions for formal and informal inquiry with adult assistance; | | <ul style="list-style-type: none"> • Ask questions: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> - Ball Toss Activity |
| (B) develop and follow a research plan with adult assistance; | | <ul style="list-style-type: none"> • Collaborative writing: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree |
| (C) identify and gather relevant sources and information to answer the questions; | | <ul style="list-style-type: none"> • Recalling information: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret |
| (D) identify primary and secondary sources; | | <ul style="list-style-type: none"> • Recalling information: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret |

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| <i>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to continued:</i> | | |
| (E) demonstrate understanding of information gathered; | | <ul style="list-style-type: none"> Recalling information: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> All on the Same Earth The Bee’s Secret |
| (F) cite sources appropriately; and | Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. This feature provides the beginning understanding needed to cite sources appropriately. | |
| (G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | <ul style="list-style-type: none"> Writing Introduction Word Processor Tutorial Word Processor Prewrite: Word Bank; Title; Mapping First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | |
| 110.5 GRADE 3 | | |
| B. KNOWLEDGE AND SKILLS | | |
| <i>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</i> | | |
| (A) listen actively, ask relevant questions to clarify information, and make pertinent comments | <ul style="list-style-type: none"> Books: The One and Only Ivan Coraline The Secret Garden Satch and Me Sarah Plain and Tall Ella Enchanted Hope Solo: My Story | <ul style="list-style-type: none"> The One and Only Ivan: Organize a Book Club Day Coraline: Movie Casting Discussion The Secret Garden: Magic or Not? Satch and Me: Time Travel Pop-Up Debate Sarah Plain and Tall: Present Book to Younger Class Ella Enchanted: Accountable Talk Hope Solo: My Story: Discussion on Being Famous |
| (B) follow, restate, and give oral instructions that involve a series of related sequences of actions; | | |

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| <p>1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to <i>continued</i>:</p> | | |
| <p>(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> | <p><i>Books:</i></p> <ul style="list-style-type: none"> • The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Sarah Plain and Tall • Ella Enchanted • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Organize a Book Club Day • Coraline: Movie Casting Discussion • The Secret Garden: Magic or Not? • Satch and Me: Time Travel Pop-Up Debate • Sarah Plain and Tall: Present Book to Younger Class • Ella Enchanted: Accountable Talk • Hope Solo: My Story: Discussion on Being Famous |
| <p>(D) work collaboratively with others by following agreed-upon rules, norms, and protocols</p> | <ul style="list-style-type: none"> • Books: The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Sarah Plain and Tall • Ella Enchanted • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Organize a Book Club Day • Coraline: Movie Casting Discussion • The Secret Garden: Magic or Not? • Satch and Me: Time Travel Pop-Up Debate • Sarah Plain and Tall: Present Book to Younger Class • Ella Enchanted: Accountable Talk • Hope Solo: My Story: Discussion on Being Famous |
| <p>(E) develop social communication such as conversing politely in all situations.</p> | <ul style="list-style-type: none"> • Books: The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Sarah Plain and Tall • Ella Enchanted • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Organize a Book Club Day • Coraline: Movie Casting Discussion • The Secret Garden: Magic or Not? • Satch and Me: Time Travel Pop-Up Debate • Sarah Plain and Tall: Present Book to Younger Class • Ella Enchanted: Accountable Talk • Hope Solo: My Story: Discussion on Being Famous |
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | | |
| <p>(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(iii) decoding compound words, contractions, and abbreviations;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(v) decoding words using knowledge of prefixes;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(vii) identifying and reading high-frequency words from a research-based list;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(ii) spelling homophones;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(iii) spelling compound words, contractions, and abbreviations;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(vi) spelling words using knowledge of prefixes;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(C) alphabetize a series of words to the third letter;</p> | | |
| <p>(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p> | | <p>All writing activities provide an opportunity for students to develop handwriting and produce grade-appropriate text.</p> |
| <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> | | |
| <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

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| <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Find Related Books; Read with Expression; Discover Vocabulary Through Content • Coraline: Read with Expression; Sing Songs with Fluency; Read Dialogue • The Secret Garden: Reading Fluently with Punctuation; Reading with Emotion; Understanding Suffixes • Satch and Me: Reading with Expression; Reading with Different Tones; Understanding Accents • Ruby Holler: Read with Expression; Partner Read; Questions for Unknown Words • Sarah Plain and Tall: Oral Reading of Skylark; Create a Word Wall • Ella Enchanted: Reading Dialogue; Fluency Strategies; Explaining How to Use Context Clues • Matilda: Reading for a Purpose; Reading with Expression; Determine the Meaning of Unknown Words • Hope Solo: My Story: Reading Fluently; Reading with Expression; Multiple Meaning Words |
| <p>(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

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| <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to <i>continued</i>:</p> | | |
| <p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> | | |
| <p>(A) establish purpose for reading assigned and self-selected texts;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(D) create mental images to deepen understanding;</p> | | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> | | |
| <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> | <ul style="list-style-type: none"> • Books: • Matilda • Hope Solo: My Story | <ul style="list-style-type: none"> • Matilda: Paraphrase an Article • Hope Solo: My Story: Research on Famous Athlete |
| <p>(F) make inferences and use evidence to support understanding;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(G) evaluate details read to determine key ideas;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(H) synthesize information to create new understanding;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to <i>continued</i>:</p> | | |
| <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> | | |
| <p>(A) describe personal connections to a variety of sources, including self-selected texts;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(B) write a response to a literary or informational text that demonstrates an understanding of a text;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Letters to Julia and George • The Secret Garden: Should the Secret Garden Stay Secret? • Satch and Me: Opinion Writing Prompt • Ruby Holler: Heroes and Villains Writing • Sarah Plain and Tall: Write a Letter • Ella Enchanted: Opening Argument for a Virtue or a Fault • Matilda: Five Paragraph Essay • Hope Solo: My Story: Book Recommendation |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to <i>continued</i> : | | |
| (C) use text evidence to support an appropriate response; | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Create Fact Sheets • Coraline: Biography About a Brave Person • The Secret Garden: Country Research • Satch and Me: Historical Person Research • Sarah Plain and Tall: Character Paper Bag Profile • Ella Enchanted: Comparing and Contrasting Cinderella Stories • Matilda: Linking Words • Hope Solo: My Story: Research on Famous Athlete |
| (D) retell and paraphrase texts in ways that maintain meaning and logical order; | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | <ul style="list-style-type: none"> • Book: • Matilda • Hope Solo: My Story | <ul style="list-style-type: none"> • Matilda: Paraphrase an Article • Hope Solo: My Story: Research on Famous Athlete |
| (F) respond using newly acquired vocabulary as appropriate; | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to <i>continued</i>:</p> | | |
| <p>(G) discuss specific ideas in the text that are important to the meaning.</p> | <ul style="list-style-type: none"> • Books: The One and Only Ivan • Coraline • The Secret Garden • Satch and Me • Sarah Plain and Tall • Ella Enchanted • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Organize a Book Club Day • Coraline: Movie Casting Discussion • The Secret Garden: Magic or Not? • Satch and Me: Time Travel Pop-Up Debate • Sarah Plain and Tall: Present Book to Younger Class • Ella Enchanted: Accountable Talk • Hope Solo: My Story: Discussion on Being Famous |
| <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> | | |
| <p>(A) infer the theme of a work, distinguishing theme from topic;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(B) explain the relationships among the major and minor characters;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to <i>continued</i>:</p> | | |
| <p>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(D) explain the influence of the setting on the plot.</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> | | |
| <p>(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to <i>continued</i> : | | |
| (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; | | |
| (C) discuss elements of drama such as characters, dialogue, setting, and acts; | <ul style="list-style-type: none"> • Book: • Ruby Holler | <ul style="list-style-type: none"> • Ruby Holler: Dramatic Reading Recordings |
| (D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; | <ul style="list-style-type: none"> • Book: • Hope Solo: My Story | |
| (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; | <ul style="list-style-type: none"> • Book: • Hope Solo: My Story | |
| (iii) organizational patterns such as cause and effect and problem and solution; | <ul style="list-style-type: none"> • Book: • Hope Solo: My Story | |
| (E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; | <ul style="list-style-type: none"> • Book: • Ella Enchanted | <ul style="list-style-type: none"> • Ella Enchanted: Opening Argument for a Virtue or a Fault |
| (ii) distinguishing facts from opinion; | <ul style="list-style-type: none"> • Book: • Sarah Plain and Tall | <ul style="list-style-type: none"> • Sarah Plain and Tall: Summary Writing |
| (iii) identifying the intended audience or reader; | | |
| (F) recognize characteristics of multimodal and digital texts. | | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | | |
| <p>(A) explain the author’s purpose and message within a text;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(B) explain how the use of text structure contributes to the author’s purpose;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(C) explain the author’s use of print and graphic features to achieve specific purposes;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to <i>continued</i>:</p> | | |
| <p>(D) describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(E) identify the use of literary devices, including first- or third-person point of view;</p> | | |
| <p>(F) discuss how the author’s use of language contributes to voice;</p> | | |
| <p>(G) identify and explain the use of hyperbole.</p> | | |
| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> | | |
| <p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> | <ul style="list-style-type: none"> • Books: • Satch and Me • Sarah Plain and Tall • Ella Enchanted | <ul style="list-style-type: none"> • Satch and Me: Point of View Writing • Sarah Plain and Tall: Summary Writing • Ella Enchanted: Editing Olive’s Letter |
| <p>(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion;</p> | <ul style="list-style-type: none"> • Book: • Hope Solo: My Story | <ul style="list-style-type: none"> • Hope Solo: My Story: Essay on Sport of Interest |
| <p>(ii) developing an engaging idea with relevant details;</p> | <ul style="list-style-type: none"> • Book: • Hope Solo: My Story | <ul style="list-style-type: none"> • Hope Solo: My Story: Essay on Sport of Interest |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i> : | | |
| (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; | <ul style="list-style-type: none"> • Book: • Hope Solo: My Story | <ul style="list-style-type: none"> • Hope Solo: My Story: Essay on Sport of Interest |
| (D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | <ul style="list-style-type: none"> • Hope Solo: My Story: Essay on Sport of Interest |
| (ii) past, present, and future verb tense; | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| (iii) singular, plural, common, and proper nouns; | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|-----------------------------|
| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i>:</p> | | |
| <p>(iv) adjectives, including their comparative and superlative forms;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(v) adverbs that convey time and adverbs that convey manner;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(vi) prepositions and prepositional phrases;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i>:</p> | | |
| <p>(vii) pronouns, including subjective, objective, and possessive cases;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| <p>(ix) capitalization of official titles of people, holidays, and geographical names and places;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i> : | | |
| (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | |
| (E) publish written work for appropriate audiences. | | Writing resources offer suggestions for using multiple modes to produce and deliver student presentations. |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | | |
| (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft; | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Continue the Story • Coraline: Story from a Different Character’s Viewpoint • The Secret Garden: A Secret Place • Satch and Me: Write an Epilogue • Ruby Holler: Trip Stories • Sarah Plain and Tall: Story Extension • Ella Enchanted: Story Extension • Matilda: Accomplishing a Goal • Hope Solo: My Story: Narrative Writing About Meeting Hope Solo |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Create Fact Sheets • Coraline: Biography About a Brave Person • The Secret Garden: Country Research • Satch and Me: Historical Person Research • Sarah Plain and Tall: Character Paper Bag Profile • Ella Enchanted: Comparing and Contrasting Cinderella Stories • Matilda: Linking Words • Hope Solo: My Story: Research on Famous Athlete |
| <p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Letters to Julia and George • The Secret Garden: Should the Secret Garden Stay Secret? • Satch and Me: Opinion Writing Prompt • Ruby Holler: Heroes and Villains Writing • Sarah Plain and Tall: Write a Letter • Ella Enchanted: Opening Argument for a Virtue or a Fault • Matilda: Five Paragraph Essay • Hope Solo: My Story: Book Recommendation |
| <p>(D) compose correspondence such as thank you notes or letters.</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah Plain and Tall • Ella Enchanted | <ul style="list-style-type: none"> • The One and Only Ivan: Letters to Julia and George • Sarah Plain and Tall: Write a Letter • Ella Enchanted: Editing Olive's Letter |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> | | |
| <p>(A) generate questions on a topic for formal and informal inquiry;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Present to the Class • Coraline: Literary Genre Research • The Secret Garden: How to Be Healthy • Satch and Me: Jim Crow Research • Ruby Holler: Research a Topic • Sarah Plain and Tall: Research on Setting • Ella Enchanted: Research Dances • Hope Solo: My Story: Sport Research |
| <p>(B) develop and follow a research plan with adult assistance;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Present to the Class • Coraline: Literary Genre Research • The Secret Garden: How to Be Healthy • Satch and Me: Jim Crow Research • Ruby Holler: Research a Topic • Sarah Plain and Tall: Research on Setting • Ella Enchanted: Research Dances • Hope Solo: My Story: Sport Research |
| <p>(C) identify and gather relevant information from a variety of sources;</p> | <ul style="list-style-type: none"> • Book: • Matilda | <ul style="list-style-type: none"> • Matilda: Paraphrase an Article |
| <p>(D) identify primary and secondary sources;</p> | <ul style="list-style-type: none"> • Book: • Matilda | <ul style="list-style-type: none"> • Matilda: Paraphrase an Article |
| <p>(E) demonstrate understanding of information gathered;</p> | <ul style="list-style-type: none"> • Books: • The One and Only Ivan • Sarah, Plain and Tall • Ella Enchanted • Coraline • Matilda • The Secret Garden • Satch and Me • Ruby Holler • Hope Solo: My Story | <ul style="list-style-type: none"> • The One and Only Ivan: Present to the Class • Coraline: Literary Genre Research • The Secret Garden: How to Be Healthy • Satch and Me: Jim Crow Research • Ruby Holler: Research a Topic • Sarah Plain and Tall: Research on Setting • Ella Enchanted: Research Dances • Hope Solo: My Story: Sport Research |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to <i>continued</i> : | | |
| (F) recognize the difference between paraphrasing and plagiarism when using source materials; | <ul style="list-style-type: none"> • Book: • Matilda | <ul style="list-style-type: none"> • Matilda: Paraphrase an Article |
| (G) create a works cited page; | <ul style="list-style-type: none"> • Book: • Matilda | <ul style="list-style-type: none"> • Matilda: Paraphrase an Article |
| (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | Writing resources offer suggestions for using multiple modes to produce and deliver student presentations. |
| 110.6 GRADE 4 | | |
| B. KNOWLEDGE AND SKILLS | | |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | | |
| (A) listen actively, ask relevant questions to clarify information, and make pertinent comments | <ul style="list-style-type: none"> • Books: • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Video Discussion • The Graveyard Book: Story Extension • One Thousand Paper Cranes: Book Discussion • Bridge to Terabithia: Newbery Medal Discussion • Bud, Not Buddy: Peer Discussion • Hoot: Story Discussion • James and the Giant Peach: Socratic Seminar • When You Reach Me: Nonfiction Article Discussion • Eight Keys: A Harmless Lie |
| (B) follow, restate, and give oral instructions that involve a series of related sequences of actions; | | |

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| <p>1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to <i>continued</i>:</p> | | |
| <p>(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> | <ul style="list-style-type: none"> • Books: • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Video Discussion • The Graveyard Book: Story Extension • One Thousand Paper Cranes: Book Discussion • Bridge to Terabithia: Newbery Medal Discussion • Bud, Not Buddy: Peer Discussion • Hoot: Story Discussion • James and the Giant Peach: Socratic Seminar • When You Reach Me: Nonfiction Article Discussion • Eight Keys: A Harmless Lie |
| <p>(D) work collaboratively with others to develop a plan of shared responsibilities</p> | <ul style="list-style-type: none"> • Books: • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Video Discussion • The Graveyard Book: Story Extension • One Thousand Paper Cranes: Book Discussion • Bridge to Terabithia: Newbery Medal Discussion • Bud, Not Buddy: Peer Discussion • Hoot: Story Discussion • James and the Giant Peach: Socratic Seminar • When You Reach Me: Nonfiction Article Discussion • Eight Keys: A Harmless Lie |
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | | |
| <p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |

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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(iii) decoding words using advanced knowledge of syllable division patterns such as VV</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(iv) decoding words using knowledge of prefixes;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |

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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(vi) identifying and reading high-frequency words from a research-based list;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(ii) spelling homophones;</p> | | |

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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(iv) spelling words using advanced knowledge of syllable division patterns</p> | | |
| <p>(v) spelling words using knowledge of prefixes;</p> | <ul style="list-style-type: none"> • Bud, Not Buddy | <ul style="list-style-type: none"> • Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words |
| <p>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;</p> | | |
| <p>(C) write legibly in cursive to complete assignments</p> | | <p>All writing activities provide an opportunity for students to develop handwriting and produce grade-appropriate text.</p> |

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| <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> | | |
| <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | <ul style="list-style-type: none"> • Wonder: Understanding Grammar When Reading; Strategies for Comprehension • The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms • One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms • Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading • Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words • Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words • James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words • When You Reach Me: Reading Dialogue; Understanding Reading Rate • Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading |

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| <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to <i>continued</i>:</p> | | |
| <p>(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(D) identify, use, and explain the meaning of homophones such as reign/rain</p> | | |
| <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency.</p> | | |
| <p>The student reads grade-level text with fluency and comprehension.</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | <ul style="list-style-type: none"> • Wonder: Understanding Grammar When Reading; Strategies for Comprehension • The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms • One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms • Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading • Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words • Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words • James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words • When You Reach Me: Reading Dialogue; Understanding Reading Rate • Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading |

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| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency <i>continued</i> . | | |
| <p>The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | <ul style="list-style-type: none"> • Wonder: Understanding Grammar When Reading; Strategies for Comprehension • The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms • One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms • Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading • Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words • Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words • James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words • When You Reach Me: Reading Dialogue; Understanding Reading Rate • Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. | | |
| <p>The student reads grade-appropriate texts independently.</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |

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| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading <i>continued</i> . | | |
| <p>The student is expected to self-select text and read independently for a sustained period of time.</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| (6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | | |
| <p>(A) establish purpose for reading assigned and self-selected texts;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | <ul style="list-style-type: none"> • Wonder: Understanding Grammar When Reading; Strategies for Comprehension • The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms • One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms • Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading • Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words • Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words • James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words • When You Reach Me: Reading Dialogue; Understanding Reading Rate • Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading |
| <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> | <ul style="list-style-type: none"> • Books: • Eight Keys • James and the Giant Peach • Hoot • Bud, Not Buddy | <ul style="list-style-type: none"> • Eight Keys: Skimming Strategy; What Makes a Good Friend?; A Harmless Lie • James and the Giant Peach: Socratic Seminar • Hoot: Story Discussion • Bud, Not Buddy: Peer Discussion |

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| <p>(6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to <i>continued</i>:</p> | | |
| <p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p> | | |
| <p>(D) create mental images to deepen understanding;</p> | | |
| <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(F) make inferences and use evidence to support understanding;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |

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| <p>(6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to <i>continued</i>:</p> | | |
| <p>(G) evaluate details read to determine key ideas;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(H) synthesize information to create new understanding;</p> | | |
| <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | <ul style="list-style-type: none"> • Wonder: Understanding Grammar When Reading; Strategies for Comprehension • The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms • One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms • Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading • Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words • Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words • James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words • When You Reach Me: Reading Dialogue; Understanding Reading Rate • Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading |

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| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | | |
| (A) describe personal connections to a variety of sources, including self-selected texts; | | |
| (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources | | |
| (C) use text evidence to support an appropriate response; | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; | <ul style="list-style-type: none"> • Books: • Wonder • One Thousand Paper Cranes • Hoot • When You Reach Me | <ul style="list-style-type: none"> • Wonder: Safe Place • One Thousand Paper Cranes: Letter to the Editor • Hoot: Book Summary • When You Reach Me: Favorite Room |
| (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | <ul style="list-style-type: none"> • Books: • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • The Graveyard Book: Fitting in With a New Group • One Thousand Paper Cranes: Rewrite a Scene • Bridge to Terabithia: Magical Kingdom Story • Bud, Not Buddy: Book Extension • Hoot: Story Extension--Write a Play • James and the Giant Peach: The Value of Friendship • When You Reach Me: Understanding Epilepsy • Eight Keys: Bullying Roles |

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| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to <i>continued</i> : | | |
| (F) respond using newly acquired vocabulary as appropriate; | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| (G) discuss specific ideas in the text that are important to the meaning. | <ul style="list-style-type: none"> • Books: • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Wonder Review • The Graveyard Book: Book Review • One Thousand Paper Cranes: Why Was the Bomb Dropped? • Bridge to Terabithia: Author Interview Discussion • Bud, Not Buddy: Video Discussion • Hoot: Conservation Specialist Presentation • James and the Giant Peach: Can Seagulls Lift the Peach? • When You Reach Me: Bullying Discussion • Eight Keys: Obama’s Speech on a Student’s Responsibility |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | | |
| (A) infer basic themes supported by text evidence | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |

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| <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) explain the interactions of the characters and the changes they undergo;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(C) analyze plot elements, including the rising action, climax, falling action, and resolution</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(D) explain the influence of the setting, including historical and cultural settings, on the plot.</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |

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| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | |
| (A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales; | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images; | <ul style="list-style-type: none"> • Book: • Wonder | <ul style="list-style-type: none"> • Wonder: Strategies for Comprehension |
| (C) explain structure in drama such as character tags, acts, scenes, and stage directions; | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| (D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; | <ul style="list-style-type: none"> • Book: • One Thousand Paper Cranes | |
| (ii) features such as pronunciation guides and diagrams to support understanding; | <ul style="list-style-type: none"> • Book: • One Thousand Paper Cranes | |
| (iii) organizational patterns such as compare and contrast | <ul style="list-style-type: none"> • Book: • One Thousand Paper Cranes | |

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| <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to <i>continued</i>:</p> | | |
| <p>(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim;</p> | <ul style="list-style-type: none"> • Book: • Eight Keys | <ul style="list-style-type: none"> • Eight Keys: Homework-Yes or No? |
| <p>(ii) explaining how the author has used facts for an argument</p> | | |
| <p>(iii) identifying the intended audience or reader;</p> | <ul style="list-style-type: none"> • Book: • Bud, Not Buddy | <ul style="list-style-type: none"> • Bud, Not Buddy: Informal and Formal Speaking |
| <p>(F) recognize characteristics of multimodal and digital texts.</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | | |
| <p>(A) explain the author’s purpose and message within a text;</p> | <ul style="list-style-type: none"> • Books: Book: • One Thousand Paper Cranes | |
| <p>(B) explain how the use of text structure contributes to the author’s purpose;</p> | <ul style="list-style-type: none"> • Books: Book: • One Thousand Paper Cranes | |
| <p>(C) analyze the author’s use of print and graphic features to achieve specific purposes;</p> | <ul style="list-style-type: none"> • Books: Book: • One Thousand Paper Cranes | |
| <p>(D) describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p> | <ul style="list-style-type: none"> • Books: Book: • One Thousand Paper Cranes | |

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| <p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to <i>continued</i>:</p> | | |
| <p>(E) identify and understand the use of literary devices, including first- or third-person point of view;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(F) discuss how the author’s use of language contributes to voice;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(G) identify and explain the use of anecdote</p> | | |
| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> | | |
| <p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> | <ul style="list-style-type: none"> • Books: • Wonder • One Thousand Paper Cranes • Hoot • When You Reach Me | <ul style="list-style-type: none"> • Wonder: Safe Place • One Thousand Paper Cranes: Letter to the Editor • Hoot: Book Summary • When You Reach Me: Favorite Room |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i> : | | |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; | <ul style="list-style-type: none"> • Books: • James and the Giant Peach | <ul style="list-style-type: none"> • James and the Giant Peach: Coordinating Conjunctions and Compound Sentences |
| (ii) developing an engaging idea with relevant details; | <ul style="list-style-type: none"> • Books: • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Topic Sentence About Bravery • The Graveyard Book: Revenge: Right or Wrong • One Thousand Paper Cranes: Dropping the Atomic Bomb • Bridge to Terabithia: Fair Punishment? • Bud, Not Buddy: Sentimental Items • Hoot: Opinion of Dana • James and the Giant Peach: Qualities of a Leader • When You Reach Me: Is Marcus a Bully? • Eight Keys: Homework--Yes or No? |
| (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; | <ul style="list-style-type: none"> • Book: • James and the Giant Peach | <ul style="list-style-type: none"> • James and the Giant Peach: Coordinating Conjunctions and Compound Sentences |
| (D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| (ii) past tense of irregular verbs | | |
| (iii) singular, plural, common, and proper nouns; | | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i>:</p> | | |
| <p>(iv) adjectives, including their comparative and superlative forms;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(v) adverbs that convey frequency and adverbs that convey degree;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(vi) prepositions and prepositional phrases;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i>:</p> | | |
| <p>(vii) pronouns, including reflexive</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| <p>(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities</p> | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i> : | | |
| (x) punctuation marks, including apostrophes in possessives and commas in compound sentences and quotation marks in dialogue | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; | <ul style="list-style-type: none"> • Books: • Wonder • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • The Graveyard Book • One Thousand Paper Cranes • Eight Keys • When You Reach Me | |
| (E) publish written work for appropriate audiences. | | Writing resources offer suggestions for students to produce and publish writing using technology independently, as well as encouraging collaboration. |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | | |
| (A) compose literary texts, such as personal narratives and poetry, using genre characteristics and craft; | <ul style="list-style-type: none"> • Books: • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • The Graveyard Book: Fitting in With a New Group • One Thousand Paper Cranes: Rewrite a Scene • Bridge to Terabithia: Magical Kingdom Story • Bud, Not Buddy: Book Extension • Hoot: Story Extension--Write a Play • James and the Giant Peach: The Value of Friendship • When You Reach Me: Understanding Epilepsy • Eight Keys: Bullying Roles |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> | <ul style="list-style-type: none"> • Books: • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Linking Words List • The Graveyard Book: Explain a New Concept • One Thousand Paper Cranes: Explaining Explosion of Atomic Bomb • Bridge to Terabithia: Letter to the Principal About Bullying • Bud, Not Buddy: Hooverilles Explained • When You Reach Me: How to Make a Cake • Eight Keys: Bullying in School |
| <p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft;</p> | <ul style="list-style-type: none"> • Books: • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Topic Sentence About Bravery • The Graveyard Book: Revenge: Right or Wrong • One Thousand Paper Cranes: Dropping the Atomic Bomb • Bridge to Terabithia: Fair Punishment? • Bud, Not Buddy: Sentimental Items • Hoot: Opinion of Dana • James and the Giant Peach: Qualities of a Leader • When You Reach Me: Is Marcus a Bully? • Eight Keys: Homework--Yes or No? |
| <p>(D) compose correspondence that requests information</p> | | |
| <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> | | |
| <p>(A) generate and clarify questions on a topic for formal and informal inquiry;</p> | <ul style="list-style-type: none"> • Books: • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Mandibulofacial Dysostosis Informational Essay • The Graveyard Book: Research an Admired Person • One Thousand Paper Cranes: Atomic Bomb Survivor Stories • Bridge to Terabithia: Research Jacques Cousteau • Bud, Not Buddy: Researching Flint, Michigan • Hoot: Research Area Animals • James and the Giant Peach: Bug Research • When You Reach Me: Ways to Stay Safe • Eight Keys: What Makes a Good Friend? |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) develop and follow a research plan with adult assistance;</p> | <ul style="list-style-type: none"> • Books: • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Mandibulofacial Dysostosis Informational Essay • The Graveyard Book: Research an Admired Person • One Thousand Paper Cranes: Atomic Bomb Survivor Stories • Bridge to Terabithia: Research Jacques Cousteau • Bud, Not Buddy: Researching Flint, Michigan • Hoot: Research Area Animals • James and the Giant Peach: Bug Research • When You Reach Me: Ways to Stay Safe • Eight Keys: What Makes a Good Friend? |
| <p>(C) identify and gather relevant information from a variety of sources;</p> | <ul style="list-style-type: none"> • Books: • The Graveyard Book • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me | <ul style="list-style-type: none"> • The Graveyard Book: Research an Admired Person • Bud, Not Buddy: Researching Flint, Michigan • Hoot: Research Area Animals; Research Animal Habitats; Researching Book Topics • James and the Giant Peach: Bug Research • When You Reach Me: Ways to Stay Safe |
| <p>(D) identify primary and secondary sources;</p> | <ul style="list-style-type: none"> • Books: • The Graveyard Book • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me | <ul style="list-style-type: none"> • The Graveyard Book: Research an Admired Person • Bud, Not Buddy: Researching Flint, Michigan • Hoot: Research Area Animals; Research Animal Habitats; Researching Book Topics • James and the Giant Peach: Bug Research • When You Reach Me: Ways to Stay Safe |
| <p>(E) demonstrate understanding of information gathered;</p> | <ul style="list-style-type: none"> • Books: • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Video Discussion • The Graveyard Book: Story Extension • One Thousand Paper Cranes: Book Discussion • Bridge to Terabithia: Newbery Medal Discussion • Bud, Not Buddy: Peer Discussion • Hoot: Story Discussion • James and the Giant Peach: Socratic Seminar • When You Reach Me: Nonfiction Article Discussion • Eight Keys: A Harmless Lie |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to <i>continued</i> : | | |
| (F) recognize the difference between paraphrasing and plagiarism when using source materials; | <ul style="list-style-type: none"> • Books: • Wonder • The Graveyard Book • One Thousand Paper Cranes • Bridge to Terabithia • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me • Eight Keys | <ul style="list-style-type: none"> • Wonder: Book Review Discussion • The Graveyard Book: Author’s Inspiration • One Thousand Paper Cranes: Hiroshima Today • Bud, Not Buddy: Role Playing • James and the Giant Peach: Biography of Roald Dahl • When You Reach Me: Bullying Scenario • Eight Keys: Rings of Responsibility |
| (G) develop a bibliography | <ul style="list-style-type: none"> • Books: • The Graveyard Book • Bud, Not Buddy • Hoot • James and the Giant Peach • When You Reach Me | <ul style="list-style-type: none"> • The Graveyard Book: Research an Admired Person • Bud, Not Buddy: Researching Flint, Michigan • Hoot: Research Area Animals; Research Animal Habitats; Researching Book Topics • James and the Giant Peach: Bug Research • When You Reach Me: Ways to Stay Safe |
| (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | Writing resources offer suggestions for using multiple modes to produce and deliver student presentations. |
| 110.7 GRADE 5 | | |
| B. KNOWLEDGE AND SKILLS | | |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | | |
| (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments | <ul style="list-style-type: none"> • Books: • The City of Ember • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Discussion on the Dystopian Genre • Inside Out and Back Again: Discussing Book Title • Holes: Unanswered Questions • Stargirl: Is Leo a Good Person? • The Bad Beginning (A Series of Unfortunate Events #1): Book Discussion Questions • Sounder: Sounder Discussion • How Writers Work: Successful Writers |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) follow, restate, and give oral instructions that include multiple action steps</p> | | |
| <p>(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Discussion on the Dystopian Genre • Inside Out and Back Again: Discussing Book Title • Holes: Unanswered Questions • Stargirl: Is Leo a Good Person? • The Bad Beginning (A Series of Unfortunate Events #1): Book Discussion Questions • Sounder: Sounder Discussion • How Writers Work: Successful Writers |
| <p>(D) work collaboratively with others to develop a plan of shared responsibilities</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Discussion on the Dystopian Genre • Inside Out and Back Again: Discussing Book Title • Holes: Unanswered Questions • Stargirl: Is Leo a Good Person? • The Bad Beginning (A Series of Unfortunate Events #1): Book Discussion Questions • Sounder: Sounder Discussion • How Writers Work: Successful Writers |
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | | |
| <p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(iii) decoding words using advanced knowledge of syllable division patterns</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(v) identifying and reading high-frequency words from a research-based list;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(ii) spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(iv) spelling words using advanced knowledge of syllable division patterns</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(v) spelling words using knowledge of prefixes;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to <i>continued</i>:</p> | | |
| <p>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(C) write legibly in cursive</p> | | <p>All writing activities provide an opportunity for students to develop handwriting and produce grade-appropriate text.</p> |
| <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> | | |
| <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation, and word origin</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |

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| <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words and multiple-meaning words;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(D) identify, use, and explain the meaning of adages and puns</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to <i>continued</i>:</p> | | |
| <p>The student reads grade-level text with fluency and comprehension.</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | <ul style="list-style-type: none"> • The City of Ember: Eating Bugs; Story Circle; Reread for Understanding • One Crazy Summer: Partner Reading • Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition • Holes: Reading with Italics; Reading Punctuation; Using Context Clues • Stargirl: Author’s Purpose; Read with Emotion; Using Context Clues • The Bad Beginning (A Series of Unfortunate Events #1): Emoticons; Reading with Different Tones; Self-Monitoring While Reading • Al Capone Does My Shirts: Reading with Emotion; Using Context Clues • Sounder: Reading Song Lyrics; Reading with Different Expressions; Adjusting Reading Rate • How Writers Work: Reading with Expression; Rereading for Understanding |
| <p>The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | <ul style="list-style-type: none"> • The City of Ember: Eating Bugs; Story Circle; Reread for Understanding • One Crazy Summer: Partner Reading • Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition • Holes: Reading with Italics; Reading Punctuation; Using Context Clues • Stargirl: Author’s Purpose; Read with Emotion; Using Context Clues • The Bad Beginning (A Series of Unfortunate Events #1): Emoticons; Reading with Different Tones; Self-Monitoring While Reading • Al Capone Does My Shirts: Reading with Emotion; Using Context Clues • Sounder: Reading Song Lyrics; Reading with Different Expressions; Adjusting Reading Rate • How Writers Work: Reading with Expression; Rereading for Understanding |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. | | |
| <p>The student reads grade-appropriate texts independently.</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts | <ul style="list-style-type: none"> • The City of Ember: Eating Bugs; Story Circle; Reread for Understanding • One Crazy Summer: Partner Reading • Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition • Holes: Reading with Italics; Reading Punctuation; Using Context Clues • Stargirl: Author’s Purpose; Read with Emotion; Using Context Clues • The Bad Beginning (A Series of Unfortunate Events #1): Emoticons; Reading with Different Tones; Self-Monitoring While Reading • Al Capone Does My Shirts: Reading with Emotion; Using Context Clues • Sounder: Reading Song Lyrics; Reading with Different Expressions; Adjusting Reading Rate • How Writers Work: Reading with Expression; Rereading for Understanding |
| <p>The student is expected to self-select text and read independently for a sustained period of time.</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts | <ul style="list-style-type: none"> • The City of Ember: Eating Bugs; Story Circle; Reread for Understanding • One Crazy Summer: Partner Reading • Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition • Holes: Reading with Italics; Reading Punctuation; Using Context Clues • Stargirl: Author’s Purpose; Read with Emotion; Using Context Clues • The Bad Beginning (A Series of Unfortunate Events #1): Emoticons; Reading with Different Tones; Self-Monitoring While Reading • Al Capone Does My Shirts: Reading with Emotion; Using Context Clues • Sounder: Reading Song Lyrics; Reading with Different Expressions; Adjusting Reading Rate • How Writers Work: Reading with Expression; Rereading for Understanding |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> | | |
| <p>(A) establish purpose for reading assigned and self-selected texts;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts | <ul style="list-style-type: none"> • The City of Ember: Eating Bugs; Story Circle; Reread for Understanding • One Crazy Summer: Partner Reading • Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition • Holes: Reading with Italics; Reading Punctuation; Using Context Clues • Stargirl: Author’s Purpose; Read with Emotion; Using Context Clues • The Bad Beginning (A Series of Unfortunate Events #1): Emoticons; Reading with Different Tones; Self-Monitoring While Reading • Al Capone Does My Shirts: Reading with Emotion; Using Context Clues • Sounder: Reading Song Lyrics; Reading with Different Expressions; Adjusting Reading Rate • How Writers Work: Reading with Expression; Rereading for Understanding |
| <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> | | |
| <p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p> | | |
| <p>(D) create mental images to deepen understanding;</p> | | |
| <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> | <ul style="list-style-type: none"> • Book: • How Writers Work | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to <i>continued</i> : | | |
| (F) make inferences and use evidence to support understanding; | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts | |
| (G) evaluate details read to determine key ideas; | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • Inside Out and Back Again • Stargirl • Sounder | |
| (H) synthesize information to create new understanding; | | |
| (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | <ul style="list-style-type: none"> • The City of Ember: Eating Bugs; Story Circle; Reread for Understanding • One Crazy Summer: Partner Reading • Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition • Holes: Reading with Italics; Reading Punctuation; Using Context Clues • Stargirl: Author’s Purpose; Read with Emotion; Using Context Clues • The Bad Beginning (A Series of Unfortunate Events #1): Emoticons; Reading with Different Tones; Self-Monitoring While Reading • Al Capone Does My Shirts: Reading with Emotion; Using Context Clues • Sounder: Reading Song Lyrics; Reading with Different Expressions; Adjusting Reading Rate • How Writers Work: Reading with Expression; Rereading for Understanding |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> | | |
| <p>(A) describe personal connections to a variety of sources, including self-selected texts;</p> | | |
| <p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Letter Writing • One Crazy Summer: Book Recommendation • Inside Out and Back Again: Compare and Contrast Essay • Holes: Teaching a Skill • Stargirl: Book Review • The Bad Beginning (A Series of Unfortunate Events #1): Greatest Invention of All Time Research • Al Capone Does My Shirts: Informative Essay • Sounder: The Life of a Slave Versus the Life of a Sharecropper • How Writers Work: Researching Authors |
| <p>(C) use text evidence to support an appropriate response;</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder | <ul style="list-style-type: none"> • The City of Ember: Public Service Announcement • One Crazy Summer: Research on Gun Control • Inside Out and Back Again: Analyzing Theme • Holes: Silent Dialogue • The Bad Beginning (A Series of Unfortunate Events #1): Say What You're Feeling • Sounder: Comparing Characters |
| <p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Discussion on Refugees • Inside Out and Back Again: Understanding Point of View • Holes: About the Author • Stargirl: Sounds, Pictures, and Words • The Bad Beginning (A Series of Unfortunate Events #1): Comparing and Contrasting Movie to the Book • Al Capone Does My Shirts: Comparing Books in a Series • Sounder: Farming: Long Ago and Today • How Writers Work: Writing Prompt Discussion |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to <i>continued</i>:</p> | | |
| <p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> | <ul style="list-style-type: none"> • Book: • How Writers Work | |
| <p>(F) respond using newly acquired vocabulary as appropriate;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(G) discuss specific ideas in the text that are important to the meaning.</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> | | |
| <p>(A) infer multiple themes within a text using text evidence</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) analyze the relationships of and conflicts among the characters;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Souder • The City of Ember • Al Capone Does My Shirts | |
| <p>(C) analyze plot elements, including rising action, climax, falling action, and resolution</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Souder • The City of Ember • Al Capone Does My Shirts | |
| <p>(D) analyze the influence of the setting, including historical and cultural settings, on the plot..</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Souder • The City of Ember • Al Capone Does My Shirts | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | |
| (A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales; | | |
| (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts | |
| (C) explain structure in drama such as character tags, acts, scenes, and stage directions; | | |
| (D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; | <ul style="list-style-type: none"> • Book: • How Writers Work | |
| (ii) features such as insets, timelines, and sidebars to support understanding; | <ul style="list-style-type: none"> • Book: • How Writers Work | |
| (iii) organizational patterns such as logical order and order of importance; | <ul style="list-style-type: none"> • Book: • How Writers Work | |
| (E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; | <ul style="list-style-type: none"> • Book: • How Writers Work | |
| (ii) explaining how the author has used facts for or against an argument | <ul style="list-style-type: none"> • Book: • How Writers Work | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to <i>continued</i>:</p> | | |
| (iii) identifying the intended audience or reader; | | |
| (F) recognize characteristics of multimodal and digital texts. | <ul style="list-style-type: none"> • Book: • How Writers Work | |
| <p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | | |
| (A) explain the author’s purpose and message within a text; | <ul style="list-style-type: none"> • Book: • How Writers Work | |
| (B) explain how the use of text structure contributes to the author’s purpose; | <ul style="list-style-type: none"> • Book: • How Writers Work | |
| (C) analyze the author’s use of print and graphic features to achieve specific purposes; | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts | |
| (D) describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder • The City of Ember • Al Capone Does My Shirts | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to <i>continued</i>:</p> | | |
| <p>(E) identify and understand the use of literary devices, including first- or third-person point of view;</p> | <ul style="list-style-type: none"> • Book: • Inside Out and Back Again | <ul style="list-style-type: none"> • Inside Out and Back Again: Understanding Point of View |
| <p>(F) examine how the author’s use of language contributes to voice;</p> | <ul style="list-style-type: none"> • Book: • Hatchet | <ul style="list-style-type: none"> • Hatchet: Slang Versus Scientific Name |
| <p>(G) explain the purpose of hyperbole, stereotyping, and anecdote</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> | | |
| <p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • Inside Out and Back Again • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Sounder | <ul style="list-style-type: none"> • The City of Ember: Comparing Characters • Inside Out and Back Again: Researching Refugees • Stargirl: Understanding Leo • The Bad Beginning (A Series of Unfortunate Events #1): Summary of an Article • Sounder: Characters in Sounder |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion;</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Letter Writing • One Crazy Summer: Book Recommendation • Inside Out and Back Again: Compare and Contrast Essay • Holes: Teaching a Skill • Stargirl: Book Review • The Bad Beginning (A Series of Unfortunate Events #1): Greatest Invention of All Time Research • Al Capone Does My Shirts: Informative Essay • Sounder: The Life of a Slave Versus the Life of a Sharecropper • How Writers Work: Researching Authors |
| <p>(ii) developing an engaging idea reflecting depth of thought with specific facts and details;</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Letter Writing • One Crazy Summer: Book Recommendation • Inside Out and Back Again: Compare and Contrast Essay • Holes: Teaching a Skill • Stargirl: Book Review • The Bad Beginning (A Series of Unfortunate Events #1): Greatest Invention of All Time Research • Al Capone Does My Shirts: Informative Essay • Sounder: The Life of a Slave Versus the Life of a Sharecropper • How Writers Work: Researching Authors |
| <p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> | <ul style="list-style-type: none"> • Book: • Sounder | <ul style="list-style-type: none"> • Sounder: Characters in Sounder |
| <p>(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> | <ul style="list-style-type: none"> • Book: • Sounder | <ul style="list-style-type: none"> • Sounder: Characters in Sounder |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i> : | | |
| (ii) past tense of irregular verbs | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| (iii) collective nouns | | |
| (iv) adjectives, including their comparative and superlative forms; | | |
| (v) conjunctive adverbs | | |
| (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| (vii) pronouns, including indefinite | | |
| (viii) subordinating conjunctions to form complex sentences; | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i>:</p> | | |
| <p>(ix) capitalization of abbreviations, initials, acronyms, and organizations</p> | | |
| <p>(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;</p> | <ul style="list-style-type: none"> • Books: • One Crazy Summer • Inside Out and Back Again • Stargirl • Holes • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work • Sounder • The City of Ember • Al Capone Does My Shirts | |
| <p>(E) publish written work for appropriate audiences.</p> | <ul style="list-style-type: none"> • Book: • One Crazy Summer | <ul style="list-style-type: none"> • One Crazy Summer: Responsibilities |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> | | |
| <p>(A) compose literary texts, such as personal narratives, fiction, and poetry, using genre characteristics and craft;</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Scene Rewrite • One Crazy Summer: Conversation Writing • Inside Out and Back Again: Refugee at a New School • Holes: Adjusting to a New Place • Stargirl: School Happenings • The Bad Beginning (A Series of Unfortunate Events #1): Understanding Fantasy • Al Capone Does My Shirts: Helping Those in Need • Sounder: Writing Historical Fiction • How Writers Work: Chicken Story |
| <p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • Al Capone Does My Shirts • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Letter Writing • One Crazy Summer: Book Recommendation • Inside Out and Back Again: Compare and Contrast Essay • Holes: Teaching a Skill • Stargirl: Book Review • The Bad Beginning (A Series of Unfortunate Events #1): Greatest Invention of All Time Research • Al Capone Does My Shirts: Informative Essay • Sounder: The Life of a Slave Versus the Life of a Sharecropper • How Writers Work: Researching Authors |
| <p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft;</p> | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • Inside Out and Back Again • Holes • Al Capone Does My Shirts • Sounder • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Leave Ember for the Unknown • One Crazy Summer: Opinion Writing • Inside Out and Back Again: Vietnamese Immigration • Holes: Should Kids Go to Jail? • Al Capone Does My Shirts: Five Paragraph Opinion Essay • Sounder: Losing Someone Special • How Writers Work: Can Everyone Be a Writer? |
| <p>(D) compose correspondence that requests information</p> | | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | | |
| (A) generate and clarify questions on a topic for formal and informal inquiry; | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Water Crisis • One Crazy Summer: Research on Bobby Hutton • Holes: Researching Your Area • Stargirl: Sonoran Desert Research • The Bad Beginning (A Series of Unfortunate Events #1): Social Media Survey and Research • How Writers Work: All About Ralph Fletcher |
| (B) develop and follow a research plan with adult assistance; | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • Holes • Stargirl • The Bad Beginning (A Series of Unfortunate Events #1) • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Water Crisis • One Crazy Summer: Research on Bobby Hutton • Holes: Researching Your Area • Stargirl: Sonoran Desert Research • The Bad Beginning (A Series of Unfortunate Events #1): Social Media Survey and Research • How Writers Work: All About Ralph Fletcher |
| (C) identify and gather relevant information from a variety of sources; | <ul style="list-style-type: none"> • Book: • How Writers Work | <ul style="list-style-type: none"> • How Writers Work: Researching Authors |
| (D) identify primary and secondary sources; | <ul style="list-style-type: none"> • Books: • The City of Ember • One Crazy Summer • How Writers Work | <ul style="list-style-type: none"> • The City of Ember: Water Crisis • One Crazy Summer: Research on Gun Control • How Writers Work: All About Ralph Fletcher |
| (E) demonstrate understanding of information gathered; | <ul style="list-style-type: none"> • Books: • Hatchet • The Phantom Tollbooth • Walk Two Moons • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Pop-Up Debate; Locations for Survival-- Student Written Discussion • The Phantom Tollbooth: Creating a Character • Walk Two Moons: Travel Brochure • Hattie Big Sky: Supporting the War • The Westing Game: Be Cool and Smart • The Boy Who Harnessed the Wind: Presenting Kilimanjaro |
| (F) recognize the difference between paraphrasing and plagiarism when using source materials; | | |
| (G) develop a bibliography | | |
| (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | <ul style="list-style-type: none"> • Book: • The City of Ember | Writing resources offer suggestions for using multiple modes to produce and deliver student presentations. <ul style="list-style-type: none"> • The City of Ember: Public Service Announcement |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| 110.22 GRADE 6 | | |
| B. KNOWLEDGE AND SKILLS | | |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | | |
| (A) listen actively to interpret a message, ask clarifying questions, and respond appropriately | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Socratic Seminar • The Ruins of Gorlan: Creative Writing Discussion • Touching Spirit Bear: Healing Circle • Walk Two Moons: Discussion Questions • The Diary of Ma Yan: Benefits of Education • Hattie Big Sky: Socratic Seminar • The Westing Game: The Problem Solvers • The Boy Who Harnessed the Wind: Smart Phones Versus Regular Phones |
| (B) follow and give oral instructions that include multiple action steps | | |
| (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively | <ul style="list-style-type: none"> • Books: • The Ruins of Gorlan • Touching Spirit Bear • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • The Ruins of Gorlan: Chapter Summary • Touching Spirit Bear: Circle Justice Presentation • The Westing Game: Greatest Invention of All Time • The Boy Who Harnessed the Wind: Jay Walker’s Library |
| (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Socratic Seminar • The Ruins of Gorlan: Creative Writing Discussion • Touching Spirit Bear: Healing Circle • Walk Two Moons: Discussion Questions • The Diary of Ma Yan: Benefits of Education • Hattie Big Sky: Socratic Seminar • The Westing Game: The Problem Solvers • The Boy Who Harnessed the Wind: Smart Phones Versus Regular Phones |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> | | |
| <p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(B) use context such as definition, analogy, and examples to clarify the meaning of words;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:</p> | | |
| <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation, and word origin</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words and multiple-meaning words;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to <i>continued</i>:</p> | | |
| <p>(D) identify, use, and explain the meaning of adages and puns</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.</p> | | |
| <p>The student reads grade-appropriate texts independently.</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>The student is expected to self-select text and read independently for a sustained period of time.</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> | | |
| <p>(A) establish purpose for reading assigned and self-selected texts;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Analyzing the Crash • The Ruins of Gorlan: Comparing Theme • Touching Spirit Bear: The Circle Symbol • The Phantom Tollbooth: Milo’s Gifts • Walk Two Moons: Blackberry Eating • The Diary of Ma Yan: Analyzing Conflict • Hattie Big Sky: Analyzing Propaganda • The Westing Game: Be Cool and Smart • The Boy Who Harnessed the Wind: Analyzing Structure |
| <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> | | |
| <p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>(D) create mental images to deepen understanding;</p> | | |
| <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> | <ul style="list-style-type: none"> • Books: • Touching Spirit Bear • The Ruins of Gorlan: The Ranger’s Apprentice • Hattie Big Sky | <ul style="list-style-type: none"> • Touching Spirit Bear: Do Over • The Ruins of Gorlan: The Ranger’s Apprentice: Creative Writing Discussion • Hattie Big Sky: Helping Others |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to <i>continued</i>:</p> | | |
| <p>(F) make inferences and use evidence to support understanding;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>(G) evaluate details read to determine key ideas;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>(H) synthesize information to create new understanding;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> | | |
| <p>(A) describe personal connections to a variety of sources, including self-selected texts;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | |
| <p>(C) use text evidence to support an appropriate response;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | |
| <p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> | <ul style="list-style-type: none"> • Books: • Walk Two Moons • The Westing Game | <ul style="list-style-type: none"> • Walk Two Moons: Travel Brochure • The Westing Game: How to Write a News Article |
| <p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> | <ul style="list-style-type: none"> • Book: • Hatchet | <ul style="list-style-type: none"> • Hatchet: Pop-Up Debate |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to <i>continued</i>:</p> | | |
| <p>(F) respond using newly acquired vocabulary as appropriate;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(G) discuss specific ideas in the text that are important to the meaning.</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> | | |
| <p>(A) infer multiple themes within a text using text evidence</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |

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| <p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) analyze the relationships of and conflicts among the characters;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>(C) analyze plot elements, including rising action, climax, falling action, and resolution</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>(D) analyze the influence of the setting, including historical and cultural settings, on the plot..</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |

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| <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> | | |
| <p>(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>(C) explain structure in drama such as character tags, acts, scenes, and stage directions;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(ii) features such as insets, timelines, and sidebars to support understanding;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to <i>continued</i>:</p> | | |
| <p>(iii) organizational patterns such as logical order and order of importance;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(ii) explaining how the author has used facts for or against an argument</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(iii) identifying the intended audience or reader;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(F) analyze characteristics of multimodal and digital texts.</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Phantom Tollbooth • The Westing Game • Hattie Big Sky | |
| <p>(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | | |
| <p>(A) explain the author’s purpose and message within a text;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) analyze how the use of text structure contributes to the author’s purpose;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(C) analyze the author’s use of print and graphic features to achieve specific purposes;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(D) describe how the author’s use of figurative language such as metaphor and personification achieves specific purposes;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(F) analyze how the author’s use of language contributes to mood and voice;</p> | <ul style="list-style-type: none"> • Books: • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Boy Who Harnessed the Wind | |
| <p>(G) explain the differences between rhetorical devices and logical fallacies.</p> | | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> | | |
| <p>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Surviving Alone • The Ruins of Gorlan: What is a Villain? • Touching Spirit Bear: Effect of Circle Justice • Walk Two Moons: Compare and Contrast Characters • The Diary of Ma Yan: Comparing Students' School Day to Ma Yan's Day • Hattie Big Sky: Activity Instruction Manual • The Boy Who Harnessed the Wind: African Leadership Academy |
| <p>(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Surviving Alone • The Ruins of Gorlan: What is a Villain? • Touching Spirit Bear: Effect of Circle Justice • Walk Two Moons: Compare and Contrast Characters • The Diary of Ma Yan: Comparing Students' School Day to Ma Yan's Day • Hattie Big Sky: Activity Instruction Manual • The Boy Who Harnessed the Wind: African Leadership Academy |
| <p>(ii) developing an engaging idea reflecting depth of thought with specific facts and details;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Surviving Alone • The Ruins of Gorlan: What is a Villain? • Touching Spirit Bear: Effect of Circle Justice • Walk Two Moons: Compare and Contrast Characters • The Diary of Ma Yan: Comparing Students' School Day to Ma Yan's Day • Hattie Big Sky: Activity Instruction Manual • The Boy Who Harnessed the Wind: African Leadership Academy |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i> : | | |
| (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| (D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| (ii) consistent, appropriate use of verb tenses | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| (iii) conjunctive adverbs; | | |

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| <p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i>:</p> | | |
| <p>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(v) pronouns, including relative;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</p> | <ul style="list-style-type: none"> • Book: • The Ruins of Gorlan: The Ranger’s Apprentice • The Phantom Tollbooth | <ul style="list-style-type: none"> • The Ruins of Gorlan: The Ranger’s Apprentice: Understanding the Fantasy Genre • The Phantom Tollbooth: Who Wrote the Letter? |

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| <p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i>:</p> | | |
| <p>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |
| <p>(ix) correct spelling, including commonly confused terms such as its/it’s, affect/effect, there/their/they’re, and to/two/too;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons • Touching Spirit Bear • The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl • The Phantom Tollbooth • The Westing Game • Hattie Big Sky • The Boy Who Harnessed the Wind | |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to <i>continued</i> : | | |
| (E) publish written work for appropriate audiences. | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan • Walk Two Moons | <ul style="list-style-type: none"> • Hatchet: Written Discussion • The Ruins of Gorlan: Compare and Contrast Story Genres • Walk Two Moons: Debating Mrs. Winterbottom |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | | |
| (A) compose literary texts, such as personal narratives, fiction, and poetry, using genre characteristics and craft; | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Dialogue After the Rescue • The Ruins of Gorlan: The Ranger’s Apprentice: You Are a Character in The Ranger’s Apprentice • Touching Spirit Bear: Do Over • The Phantom Tollbooth: Creating a Character • Walk Two Moons: Character’s Diary Entry • The Diary of Ma Yan: Diary Writing • Hattie Big Sky: Helping Others • The Westing Game: Writing Dialogue • The Boy Who Harnessed the Wind: Story Extension |
| (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Surviving Alone • The Ruins of Gorlan: The Ranger’s Apprentice: What is a Villain? • Touching Spirit Bear: Effect of Circle Justice • Walk Two Moons: Compare and Contrast Characters • The Diary of Ma Yan: Comparing Students’ School Day to Ma Yan’s Day • Hattie Big Sky: Activity Instruction Manual • The Boy Who Harnessed the Wind: African Leadership Academy |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to <i>continued</i>: | | |
| (C) compose multi-paragraph argumentative texts using genre characteristics and craft | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Argumentative Writing • The Ruins of Gorlan: The Ranger’s Apprentice: Understanding the Fantasy Genre • Touching Spirit Bear: No More Jail • The Phantom Tollbooth: Who Wrote the Letter? • Walk Two Moons: Opinion of Mrs. Winterbottom • The Diary of Ma Yan: Debating the Fa Cai Harvest • Hattie Big Sky: Military Draft • The Westing Game: Stereotyping Essay • The Boy Who Harnessed the Wind: Deforestation of Malawi |
| (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Touching Spirit Bear • The Phantom Tollbooth • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Westing Game • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Argumentative Writing • The Ruins of Gorlan: The Ranger’s Apprentice: Understanding the Fantasy Genre • Touching Spirit Bear: No More Jail • The Phantom Tollbooth: Who Wrote the Letter? • Walk Two Moons: Opinion of Mrs. Winterbottom • The Diary of Ma Yan: Debating the Fa Cai Harvest • Hattie Big Sky: Military Draft • The Westing Game: Stereotyping Essay • The Boy Who Harnessed the Wind: Deforestation of Malawi |
| (12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | | |
| (A) generate student-selected and teacher-guided questions for formal and informal inquiry | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Touching Spirit Bear • The Phantom Tollbooth • The Diary of Ma Yan • Hattie Big Sky • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Stories of Survival • The Ruins of Gorlan: The Ranger’s Apprentice: Researching John Flanagan • Touching Spirit Bear: Increasing Empathy in Schools • The Phantom Tollbooth: Research Topics • The Diary of Ma Yan: Groups that Help Children • Hattie Big Sky: Researching World War I • The Boy Who Harnessed the Wind: Researching Inventors |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to <i>continued</i>:</p> | | |
| <p>(B) develop and revise a plan;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Touching Spirit Bear • Walk Two Moons • The Diary of Ma Yan • Hattie Big Sky • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Surviving Alone • The Ruins of Gorlan: The Ranger’s Apprentice: What is a Villain? • Touching Spirit Bear: Effect of Circle Justice • Walk Two Moons: Compare and Contrast Characters • The Diary of Ma Yan: Comparing Students’ School Day to Ma Yan’s Day • Hattie Big Sky: Activity Instruction Manual • The Boy Who Harnessed the Wind: African Leadership Academy |
| <p>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p> | <ul style="list-style-type: none"> • Books: • The Phantom Tollbooth • Hattie Big Sky | <ul style="list-style-type: none"> • The Phantom Tollbooth: Research Topics • Hattie Big Sky: Researching World War I |
| <p>(D) identify and gather relevant information from a variety of sources</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Touching Spirit Bear • The Phantom Tollbooth • The Diary of Ma Yan • Hattie Big Sky • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Stories of Survival • The Ruins of Gorlan: The Ranger’s Apprentice: Researching John Flanagan • Touching Spirit Bear: Increasing Empathy in Schools • The Phantom Tollbooth: Research Topics • The Diary of Ma Yan: Groups that Help Children • Hattie Big Sky: Researching World War I • The Boy Who Harnessed the Wind: Researching Inventors |
| <p>(E) differentiate between primary and secondary sources;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Touching Spirit Bear • The Phantom Tollbooth • The Diary of Ma Yan • Hattie Big Sky • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Stories of Survival • The Ruins of Gorlan: The Ranger’s Apprentice: Researching John Flanagan • Touching Spirit Bear: Increasing Empathy in Schools • The Phantom Tollbooth: Research Topics • The Diary of Ma Yan: Groups that Help Children • Hattie Big Sky: Researching World War I • The Boy Who Harnessed the Wind: Researching Inventors |

| TEKS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to <i>continued</i>:</p> | | |
| <p>(F) synthesize information from a variety of sources;;</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan • Touching Spirit Bear • The Phantom Tollbooth • The Diary of Ma Yan • Hattie Big Sky • The Boy Who Harnessed the Wind | <ul style="list-style-type: none"> • Hatchet: Stories of Survival • The Ruins of Gorlan: Researching John Flanagan • Touching Spirit Bear: Increasing Empathy in Schools • The Phantom Tollbooth: Research Topics • The Diary of Ma Yan: Groups that Help Children • Hattie Big Sky: Researching World War I • The Boy Who Harnessed the Wind: Researching Inventors |
| <p>(G) differentiate between paraphrasing and plagiarism when using source materials;</p> | <ul style="list-style-type: none"> • Books: • Walk Two Moons • The Westing Game | <ul style="list-style-type: none"> • Walk Two Moons: Travel Brochure • The Westing Game: How to Write a News Article |
| <p>(H) examine sources for: (i) reliability, credibility, and bias</p> | <ul style="list-style-type: none"> • Books: • Walk Two Moons • The Westing Game | <ul style="list-style-type: none"> • Walk Two Moons: Travel Brochure • The Westing Game: How to Write a News Article |
| <p>(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;</p> | | |
| <p>(I) display academic citations and use source materials ethically</p> | <ul style="list-style-type: none"> • Books: • Ruins of Gorlan: The Ranger’s Apprentice • The Westing Game | <ul style="list-style-type: none"> • Ruins of Gorlan: The Ranger’s Apprentice: Understanding the Fantasy Genre • The Westing Game: How to Write a News Article |
| <p>(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p> | <ul style="list-style-type: none"> • Books: • Hatchet • The Ruins of Gorlan: The Ranger’s Apprentice • Walk Two Moons | <ul style="list-style-type: none"> • Hatchet: Written Discussion • The Ruins of Gorlan: The Ranger’s Apprentice: Compare and Contrast Story Genres • Walk Two Moons: Debating Mrs. Winterbottom |

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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