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CURRICULUM
Correlation

Waterford
Reading Academy

100%

Wisconsin
Standards
for English
Language Arts
2020

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

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STRAND: READING FOUNDATIONAL SKILLS		
Print Concepts		
RF.K.1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	All on-line books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print. • Print Concepts • Print Directionality • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)	• Following words.pdf: Follow words from left to right, top to bottom, and page-by-page. – Print Directionality
RF.K.1b. Recognize spoken words are represented in written language by specific sequences of letters.	• Letters Make Words • Picture Story • Look, Listen, and Match	• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. – Map Text to Speech 1 – Map Text to Speech 2
RF.K.1c. Understand words are separated by spaces in print.	• Print Concepts • Look, Listen, and Match	• Understanding spaces in print.pdf: Understand that words are separated by spaces in print. – Print Concepts
RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.	• ABC Songs • Distinguish Letters • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • Name Game	• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. – Writing Practice (Aa-Zz)

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WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness		

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and produce rhyming words.
	• Rhyme
	• Rhyme Match
	• Finish the Picture
	• One Doesn't Rhyme
	• Rhyming Words
	• Sing a Rhyme Songs/Books
	  (See titles at end of document.)
		• Rhyming words.pdf: Recognize and produce rhyming words.
		  – Change the Rhyme
		  – Rhyming Riddles
		  – "Down by the Bay"
		  – Rhyme Match
		  – Rhyming Bingo
		  – Sound Sense Cards

RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.	• Syllable • Syllable Safari • Take Away Syllables	• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. – Segmenting Syllables
RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.	• Blend Onset/Rime Sounds • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Every Sound (Phonemes) • Blend Phonemes • Find the Picture	• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. – Segmenting Syllables

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	• Initial Sounds
	• Right Initial Sound
	• Final Sound
	• Right Final Sound
	• Where Is the Sound?
	• Stick 'n' Spell
		• Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
		  – Segmenting
		  – Sound Sense Playing Cards

RF.K.2e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Phoneme Substitution • Letter Sound Eliminator • Letter Sounds Deletion	

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition		
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound?	

RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	• Vowel Songs: Apples and Bananas; Old MacDonald's Vowel Song
	• Letter Sound Songs
	• Sound Room
	• Letter Sound
	• Name That Letter Sound
	• Choose a Sound
		• Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.
		  – Phonics and Word Recognition
		  – Long and Short Vowel Cards

RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	• Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words	
RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	• Rhyme • One Doesn't Rhyme • Finish the Picture • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Choose a Sound • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Where Is the Sound?	

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency		
RF.K.4. Read emergent-reader texts with purpose and understanding.	• Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)	
STRAND: READING		
Key Ideas and Details		
R.K.1. With prompting and support, develop and answer questions about a text.	• Describe Characters • Find an Answer • Sum Up: Five Ws • Look at Details	• Key Details Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. – 49 stories with discussion questions to build comprehension
R.K.2. With prompting and support, retell stories (R); share key details from a text. (RI)	• Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next? • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Story retelling.pdf: With prompting and support, retell familiar stories, including key details. – 11 stories with discussion ideas to build comprehension
R.K.3. With prompting and support, identify characters, settings, and major events in a story or pieces of information in a text. (RI&RL)	• Describe Characters • Look at Details • Sum Up: Five Ws • Sum Up: Remember Order • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. – 21 stories with suggested discussions to identify characters, settings, or major events

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
R.K.4. With prompting and support, identify specific words that express feelings or content- specific words within a text. (RI&RL)	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration. • Vocabulary Instruction	

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

R.K.6. Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.
	• Read With Me Books
	• Decodable Books
	  (See titles at end of document.)
	• Print Directionality Introduction
		• Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
		  – Andy's Adventures
		  – Rex Is In a Fix
		  – Little Monkey

Integration of Knowledge and Ideas		

R.K.7. With prompting and support, describe the relationship between illustrations and the text. (RI&RL)	• Picture Clues
	• Words Tell About the Pictures
	• Picture Story
	• Peek at the Story
	• Informational Books
	  (See titles at end of document.)
		• Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear.
		  – 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess

R.K.8. With prompting and support, identify specific information to support ideas in a text. (RI)	• Book: What Is a Cloud?	• Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text.
		  – How to Grow a Garden
		  – Think With Me

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas *continued*		

R.K.9. With prompting and support, compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL)	• Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat; My Super Sticky Sandwich and Lumpy Mush; Mine and José Three
	• Compare Characters
		• Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
		  – My Super Sticky Sandwich and Lumpy Mush
		  – Lost Socks and Play Ball
		  – At Camp and Family Vacation

STRAND: WRITING STANDARDS		
Text Types and Purposes		
W.K.1. Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. • Dots, Lines, and Circles • Letter Trace	
W.K.2. Use a combination of drawing, dictating, and writing to compose text in a variety of modes: a. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. • Dots, Lines, and Circles • Letter Trace	• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…). – Write With Me

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

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes *continued*		
W.K.2.c. Convey events, real or imagined and 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	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. • Dots, Lines, and Circles • Letter Trace	• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. – The Germs – Lumpy Mush
W.K.3. Use a combination of drawing, dictating, and writing to compose text that utilizes: a. Organization: provide a sense of structure, attempt an introduction.	• Writing Introduction • Prewrite: Mapping; Word Bank	
W.K.3b. Word Choice (including domain specific): use words familiar to the student.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. • Prewrite: Word Bank	
Production and Distribution of Writing		
W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. – The Germs – Lumpy Mush
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	• Revise: Add Details	• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. – Family Vacation Creative Writing

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WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing *continued*		

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	• Printing upper and lowercase.pdf: Print many upper and lowercase letters.
		  – Capital Letter Formation
		  – Lowercase Letter Formation
		  – Block Letter
		  – Letter Picture Handwriting

Inquiry to Build and Present Knowledge		

W.K.7. Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
		  – Think and Write Activity
		  – I Go…
		  – At Camp
		  – Together
		  – Opposites

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Connect to Me
	• Step Into the Story
	• Find an Answer
	• Build Knowledge
		• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.
		  – Andy's Adventures
		  – At Camp
		  – I Go…
		  – Together
		  – Opposites

W.K.9 With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.	• Describe Characters • Compare Characters • Sum Up: Remember Order • Sum Up, Five Ws • Look at Details • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.)	

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STRAND: SPEAKING & LISTENING		
Comprehension and Collaboration		
SL.K.1. Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic.	Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.	• Speaking and listening.pdf: Follow agreed-upon rules for discussions. – Speaking and Listening - Taking Turns
SL.K.1b. Participate in a conversation through multiple exchanges.		• Conversation building.pdf: Continue a conversation through multiple exchanges. – Speaking and Listening - Taking Turns

SL.K.1c. Ask questions about the topic/text.	• Ask a Question
	• Science Investigation
		• Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
		  – My Super Sticky Sandwich
		  – Ooey, Gooey Mud
		  – The Alligator in the Library
		  – Lost Socks
		  – Moving Day
		  – Mine

SL.K.1d. Consider individual differences when communicating with others	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	

SL.K.2. With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Ask a Question
	• Recall Details
	• Sum Up, Five Ws
		• Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
		  – My Super Sticky Sandwich
		  – Ooey, Gooey Mud
		  – The Alligator in the Library
		  – Lost Socks
		  – Moving Day
		  – Mine

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration *continued*		
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Science Investigation	• Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. – My Super Sticky Sandwich – Ooey, Gooey Mud – The Alligator in the Library – Lost Socks – Moving Day – Mine
Presentation of Knowledge and Ideas		
SL.K.4. With guidance and support, describe familiar people, places, things, and events.	• Look At Details	• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. – My Favorite Things
SL.K.5. With guidance and support, create an original or utilize existing visual displays to support descriptions.	Waterford includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	• Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. – My Favorite Things
STRAND: LANGUAGE		
Knowledge of Language		
L.K.1. Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. • Sing Around the World Songs	

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use		
L.K.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Begin to recognize some words have multiple meanings (e.g., duck, tie).	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. – One Word, Two Meanings
L.K.2b. Use some word prefixes and suffixes as clues to the meaning of unknown words (e.g., un-, -ed).	• Songs: Put It at the Front; Put It at the End; Let's Compare • Prefixes • Suffixes • Comparatives	• Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. – Affixes and Inflections
L.K.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults: a. Ask and answer questions about unknown words.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	
b. Sort common objects into categories.	• Sort • Make Comparisons • Look at Details	• Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. – Object Sort
c. Demonstrate understanding of frequently occurring verbs and their opposites (antonyms).	• Song: Verbs • Book: Opposites • Opposites • Verbs	• Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). – Guess the Opposite

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use *continued*		
d. Connect common words to real life (e.g., colorful).		• Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). – Make Connections
e. Act out shades of meanings with verbs (e.g., strut, skip).	• Song: Verbs • Verbs	• Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. – Shades-of-Meaning Charades
L.K.4. 4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
Conventions of Standardized English		

L.K.5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Frequently used nouns, verbs, and prepositions.
	• Songs: Nouns; Verbs; Preposition Ship; More Than One; It Happened Yesterday
	• Nouns
	• Plural Nouns
	• Verbs
	• Past Tense Verbs
	• Irregular Verbs
		• Nouns.pdf: Use common, proper, and possessive nouns.
		   – Skill Builder Song: "Nouns"
		   – Nouns
		• Verbs.pdf: Use verbs to convey a sense of past, present, and future.
		   – Verbs
		• Prepositions.pdf: Use frequently occurring prepositions.
		   – Prepositions

L.K.5b. Oral pluralization of nouns.	• Songs: More Than One; Nouns
	• Nouns
	• Plural Nouns
		• Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.
		   – Plural Nouns
		   – Verbs and Nouns
		   – Verb Endings

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standardized English *continued*		
L.K.5c. Question words (who, what, etc.).	• Find an Answer • Sum Up: Five Ws • Map the Story	• Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. – 52 Online books to practice strategies for understanding.
L.K.5d. Oral production and expansion of complete sentences.	• Songs: What Is a sentence?; Sentence Marks • Sentences • Sentence Marks	• Simple and Compound Sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. – Types of Sentences – Skill Builder Song
L.K.6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of the first word in a sentence	• Song: What Is a Sentence? • Sentences	• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. – "I Like Kites" Punctuation
L.K.6b. Name frequently used punctuation.	• Songs: What Is a Sentence?; Sentence Marks • Sentence Marks	• Punctuation.pdf: Recognize and name end punctuation. – "I Like Kites" Punctuation
L.K.6c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace • Name That Letter Sound • Choose a Sound • Barnyard Bash	• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. – Spelling by Sound Activity

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS 2020

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WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standardized English *continued*		

L.K.6d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3)	• Letter Sound Songs
	• Letter Sound
	• Letter Sound Screening
	• Sound Room
	• Letter Pictures
	• Letter Trace
	• Name That Letter Sound
	• Choose a Sound
	• Where is the Sound?
		• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
		  – Capital Letter Formation
		  – Lowercase Letter Formation
		  – Block Letter
		  – Letter Picture Handwriting

GRADE 1		
STRAND: READING FOUNDATIONAL SKILLS		
Print Concepts		

RF.1.1. Demonstrate understanding of the organization and basic features of print.
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	• Songs: What Is a sentence?; Capital Letters; Sentence Marks
	• Sentences
	• Sentence Marks
	• Edit Capitals
		• Sentence Features.pdf: Recognize the distinguishing features of a sentence.
		  – Sentence Strips
		  – Language Concepts

Phonological Awareness		

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Distinguish long from short vowel sounds in spoken single-syllable words.
	• Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse	• Long vs. Short Vowel Sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words.
		  – Phonics and Word Recognition
		  – Long and Short Vowel Cards

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS 2020

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness *continued*		

RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	• Song: Consonants Together
	• Blend Phonemes
	• Blend Onset/Rime Sounds
	• Blending
	• Blend Every Sound (Phonemes)
	• Blending Dragon
	• Blending Riddles
	• Word Blending
	• Find the Picture
		• Form Words by Blending Sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.
		  – Blending: Onset-Rime
		  – Phoneme Blending
		  – Sound Sense Bingo Cards

RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	• Initial Sound
	• Right Initial Sound
	• Final Sound
	• Right Final Sound
	• Letter Sound
	• Say and Trace
	• Sound Room
	• Where Is the Sound?
		• Segmenting Words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
		  – Segmenting: First Phoneme
		  – Segmenting: Last Phoneme
		  – Phoneme Categorization
		  – Sound Sense Playing Cards

RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	• Phoneme Segmentation	• Segmenting Words into Phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.
		  – Counting Individual Phonemes
		  – Phoneme Segmentation
		  – Sound Sense Playing Cards

RF.1.2e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.	• Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Phoneme Substitution • Letter Sound Eliminator • Letter Sounds Deletion	

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition		
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	• Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows • Blend Phonemes	• Spelling-sound Correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. – Consonant Blending: -ck, cl-, spl – Pattern Word Blending: -uff – Pattern Word Blending: -ash – Sounds Fun!
RF.1.3b. Decode and encode regularly spelled one-syllable words. (e.g., cat, fox, bet, cup, fit, etc.).	• Songs: Consonants Together; Sneaky Magic E; C and G; Key Words • Word Mastery • Letter Sound • Name That Sound • Key Word Match • Pattern Hunt • Spell and Blend • Word Construction • Word Pattern Spelling • Say and Trace	• Single Syllable Letter Patterns.pdf: Decode regularly spelled one-syllable words. – Readable Books/Letter Patterns – Pattern Word Blending – Consonant Blending – Pattern Word Building – Digraphs:-tch, ch – Pattern Word Games – Reading Tricks – Word Building Activity – Letter Cards – Key Word Cards – Unit Worksheets
RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds. (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).	• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Construction • Word Pattern • Pattern Hunt • Word Blending • Word Mastery Games • Mystery Words	• Long Vowel Words Ending in E.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. – Pattern Word Building – Word Study Introduction – Spelling
RF.1.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	• Song: Compound Words • Syllables • Syllable Safari • Compound Words	• Relationship of Vowel to Syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. – Syllable Segmentation

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition *continued*		
RF.1.3e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.	• Song: Compound Words • Compound Words • Syllables • Syllable Safari • Take Away Syllables	• Two Syllable Letter Patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. – Reading Trick: Key Word Match – Reading Trick: Pattern Hunt – Reading Trick: Mystery Word
RF.1.3f. Read words with inflectional endings. (i.e., -s, -ed, -ing)	• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED • Suffixes • Comparatives	• Inflectional Endings.pdf: Read words with inflectional endings. – Pattern Word Building: Double the Letter – Language Concept: Plural Nouns
RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.	• Readable Books • Traditional Tales (See titles at end of document.) • Word Mastery • Power Words • Spelling Scramble	• Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words. – Say, Spell, Write – Power Word Cards
Fluency		
RF.1.4. Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	• Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed	
RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed	• Reading Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. – Readable Books Chart – Repeated Readings – Fluency Check Sheets

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency *continued*		
RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Song: Use a Clue • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Picture Clues	• Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Use-a-clue
STRAND: READING		
Key Ideas and Details		

R.1.1. Develop and answer questions about key ideas and details in a text. (RI&RL)	• Recall Details
	• Ask a Question
	• Sum Up, Five Ws
	• Traditional Tales
	(See titles at end of document.)
		• Key Details Narrative.pdf: Ask and answer questions about key details in a text.
		  – The Three Little Pigs
		  – Anansi and the Seven Yarn Hills
		  – Mr. Lucky Straw

R.1.2 Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL)	• Recall Details
	• Sum Up: Remember Order
	• Sum Up, Five Ws
	• Informational Books
	• Traditional Tales
	(See titles at end of document.)
		• Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		  – The Three Little Pigs
		  – Mr. Lucky Straw

R.1.3 Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)	• Describe Characters • Compare Characters • Sum Up: Remember Order • Sum Up, Five Ws • Traditional Tales (See titles at end of document.)	• Describe the Story 2.pdf: Describe characters, settings, and major events in a story, using key details. – The Three Little Pigs

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WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		

R.1.4 Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI&RL)	• Traditional Tales
	• Informational Books
	(See titles at end of document.)
		• Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		  – Lizard and the Painted Rock
		  – The Big Mitten
		  – The City and the Country Mouse
		  – La Tortuga
		  – The Shoemaker and the Elves
		  – The Brothers
		  – The Ugly Duckling

R.1.5 Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)	• Traditional Tales
	• Informational Books
	(See titles at end of document.)
		• Information vs. Story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
		  – Text Type Activity – Narrative Text
		  – Text Type Activity – Informational Text
		  – How to Grow a Garden

R.1.6 Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)	• Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves	• Who Is Telling the Story.pdf: Identify who is telling the story at various points in a text.
		  – Who Is the Speaker?
		  – The Brothers
		  – The City Mouse and the Country Mouse
		  – Mr. Lucky Straw

Integration of Knowledge and Ideas		

R.1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)	• Describe Characters
	• Recall Details
	• Sum Up, Five Ws
	• Sum Up: Remember Order
	• Traditional Tales
	(See titles at end of document.)
	• Peek at the Story
		• Describe the Story 1.pdf: Use illustrations and details in a story to describe its characters, setting, or events.
		  – The Gingerbread Man
		  – The Little Red Hen
		  – The City Mouse and the Country Mouse
		  – The Brothers

R.1.8 Identify specific information an author or illustrator gives that supports ideas in a text. (RI)	• Informational Books (See titles at end of document.)	• Identify Supporting Points.pdf: Identify the reasons an author gives to support points in a text. – How to Grow a Garden

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas *continued*		
R.1.9 Compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL)	• Books: Why Wind and Water Fight and How Rivers Began • Describe Characters • Compare Characters • Traditional Tales (See titles at end of document.)	• Find the Similarity Between Two Texts.pdf: Identify basic similarities and differences between two texts on the same topic. – How to Grow a Garden – Growing Flowers
STRAND: WRITING STANDARDS		
Text Types and Purposes		
W.1.1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
W.1.2. Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. – Opinion Writing Activities
W.1.2b Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Writing with Facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. – Topical Writing Activities
W.1.2c Convey events, real or imagined, through 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.		• Writing Narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. – Narrative Writing Activities

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes *continued*		
W.1.3. Create writing that utilizes: a. Organization: provide a beginning, middle and a simple ending.	• Writing Introduction • Prewrite: Title; Word Bank; Mapping; Stick to the Topic	• Writing Narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. – Narrative Writing Activities
W.1.3b. Transitions: simple word transitions and temporal words/pictures that link ideas.	• Power Words	• Conjunctions.pdf: Use frequently occurring conjunctions. – Conjunctions
W.1.3c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
Production and Distribution of Writing		
W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.		• Writing Narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. – Narrative Writing Activities
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		• Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. – The Writing Process (including Proofreading Chart)
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing	Waterford includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	• Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. – Letter Picture Handwriting (Aa-Zz)

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Inquiry to Build and Present Knowledge		
W.1.7. Participate in shared inquiry 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).		• Collaborative Writing.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions).
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Connect to Me • Build Knowledge	• Recalling Information.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions). – The Writing Process (including Proofreading Chart)
W.1.9 With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.	• Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) • Describe Characters • Compare Characters • Sum Up: Five Ws	
STRAND: SPEAKING & LISTENING		
Comprehension and Collaboration		
SL.1.1. Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom conversation and activities.	• Class Discussion.pdf: Follow agreed-upon rules for discussions. – Discussion Rules Activity
SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		• Conversation Building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. – Discussion Rules Activity
SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.	• Ask a Question • Science Investigation	• Ask Questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. – Discussion Rules Activity

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration *continued*		
SL.1.1d. Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Ask a Question
	• Recall Details
	• Sum Up, Five Ws
		• Key Details Narrative.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		  – The Three Little Pigs
		  – Anansi and the Seven Yarn Hills
		  – Mr. Lucky Straw

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	• Ask a Question	• Gathering Additional Information Through Questions.pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. – Ask and Answer Activity
Presentation of Knowledge and Ideas		
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas clearly.		• Use Relevant Details to Express Ideas and Feelings.pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. – Ask and Answer Activity
SL.1.5. Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Creating Stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. – Visual Aids and Recording Activity

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STRAND: LANGUAGE		
Knowledge of Language		
L.1.1. Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.	• Sing Around the World Songs	
Vocabulary Acquisition and Use		
L.1.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Use inflectional forms as clues to the meaning of unknown words (e.g., looks, looked).	• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Double the Fun • Prefixes • Suffixes	• Cluing Off Frequently Occurring Affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. – Affixes and Inflections
L.1.2b. Identify common root words.		• Frequently Occurring Root Words.pdf: Identify Frequently Occurring Root Words and their inflectional forms. – Affixes and Inflections

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use *continued*		
L.1.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults: a. Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations).	• Traditional Tales • Informational Books (See titles at end of document.)	• Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. – Lizard and the Painted Rock – The Big Mitten – The City and the Country Mouse – La Tortuga – The Shoemaker and the Elves – The Brothers – The Ugly Duckling
L.1.3b. Explain rationale for sorting words into categories.	• Book: The Birds, the Beast, and the Bat • Sort	• Sorting Common Objects into Categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. – Sorting Objects
L.1.3c. Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large).	• Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs	• Distinguish Meaning Among Verbs.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. – Shades of Meaning: Verbs and Adjectives
L.1.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions(e.g., because) to signal simple relationships.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standardized English		

L.1.5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Common, proper, and possessive nouns.
	• Songs: Apostrophe Pig; Nouns
	• Nouns
	• Possessive Nouns
		• Nouns.pdf: Use common, proper, and possessive nouns.
		  – Skill Builder Song: "Nouns"
		  – Nouns

L.1.5b. Nouns/verbs agreement in simple sentences.	• Songs: More Than One; Nouns; What Is a Sentence?
	• Nouns
	• Plural Nouns
	• Verbs
		• Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.
		  – Plural Nouns
		  – Verbs and Nouns
		  – Verb Endings

L.1.5c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.	• Songs: Pronouns; Adjectives Describe; It Happened Yesterday; Verbs; Preposition Ship
	• Pronouns
	• Adjectives
	• Past Tense Verbs
	• Verbs
	• Power Words
		• Pronouns.pdf: Use personal, possessive, and indefinite pronouns.
		  – Pronouns
		• Adjectives.pdf: Use frequently occurring adjectives.
		  – Who Am I?
		  – Adjectives
		• Conjunctions.pdf: Use frequently occurring conjunctions.
		  – Conjunctions
		• Verbs.pdf: Use verbs to convey a sense of past, present, and future.
		  – Verbs
		• Prepositions.pdf: Use frequently occurring prepositions.
		  – Preposition

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standardized English *continued*		

L.1.5d. Production and expansion of complete sentences in response to prompts.	• Songs: What Is a sentence?; Sentence Marks
	• Sentences
	• Sentence Marks
		• Simple and Compound Sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
		   – Types of Sentences
		   – Skill Builder Song

L.1.6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of dates and names of people.	• Songs: Capital Letters (Proper Nouns)(Days) • Edit Capitals • Edit Calendar Capitals	• Capitalization.pdf: Capitalize the dates and names of people. – Capitalization

L.1.6b. End punctuation	• Songs: What Is a Sentence?; Sentence Marks
	• Sentences
	• Sentence Marks
	• Edit End Punctuation
		• Punctuation.pdf: Use end punctuation for sentences.
		   – A Closer Look
		   – What's My Sentence?
		   – Sentence Strips
		   – Punctuation
		   – Sentences

L.1.6c. Commas in dates and simple sets.	• Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks • Edit Commas • Sentence Marks	• Commas.pdf: Use commas in dates and to separate single words in a series. – Commas

L.1.6d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically.	• Song: Double the Fun
	• Double the Fun
	• Letter Sound
	• Spelling Scramble
	• Spell and Blend
	• Word Blending
	• Word Pattern
	• Say and Trace
	• Word Pattern Spelling
		• Spelling-sound Correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.
		   – Consonant Blending: -ck, cl-, spl
		   – Pattern Word Blending: -uff
		   – Pattern Word Blending: -ash
		   – Sounds Fun!

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 2		
STRAND: READING FOUNDATIONAL SKILLS		
Phonological Awareness		
RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.	• Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Phoneme Substitution • Phoneme Eliminator • Letter Sounds Deletion	
Phonics and Word Recognition		

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse
	 • Readable Word Play
	 • Spelling Exploration
	 • Word Recognition
		• Long vs. Short Vowel Sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.
		   – Lesson 1: /ā/
		   – Lesson 2: /ō/
		   – Lesson 3: / ī /
		   – Lesson 3: /ū/
		   – Readable Check Sheets

RF.2.3b. Know spelling-sound correspondences for additional common vowel teams.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse
	 • Readable Word Play
	 • Make and Spell
	 • All-Star Spelling
	 • Spelling Exploration
	 • Spelling Instruction
	 • Spelling Game
	 • Word Recognition
	 • Spell and Blend
	 • Spelling Scramble
		• Spelling-sound Correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.
		   – Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones
		   – Readable Check Sheets

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition *continued*		

RF.2.3c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).	• Decode Multisyllabic Words
	• Word Recognition
	• Automatic Word Recognition
	• Power Words
	• Build CVC Words
	• Build r-Controlled Syllable Words
	• Spell Using the Six Syllable Types
	• Readable Books
	• Read-Along Books
	  (See titles at end of document.)
		• Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels.
		  – Fluency Check Sheets

RF.2.3d. Decode words with common prefixes and suffixes.	• Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun; Large, Larger, Largest
	• Prefixes
	• Suffixes
	• Comparatives
	• Change Y to I
		• Prefix and Suffix.pdf: Decode words with common prefixes and suffixes.
		  – Lesson 30: Prefixes and Suffixes
		  – Invent a Word: Prefixes
		  – Build a Word: Prefixes
		  – Past Tense Verb
		  – Prefixes
		  – Suffixes

RF.2.3e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. - Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). - Know when to double the final consonant when adding a suffix. -ing, -ed.	• Songs: Double the Fun; Tricky Y to I; Drop Magic E • Word Recognition • Power Words • Double the Fun • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell	• Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels. – Fluency Check Sheets

RF.2.3f. Recognize and read grade-appropriate irregularly spelled words.	• Read-Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
	• Word Recognition
	• Power Words
		• Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words.
		  – Lesson 1: /ī/
		  – Lesson 2: /ō/
		  – Lesson 3: /f/
		  – Lesson 4: Irregular Plurals

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency		
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	• Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books • Readable Books (See titles at end of document.)	• Reading Check.pdf: Read on-level text with purpose and understanding. – 30 Online books to practice reading with purpose and understanding
RF.2.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.)	• Fluency Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. – Fluency Check Sheets

RF.2.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Use a Clue
	• Mystery Words
	• Read-Along Books
	• Fluency, Comprehension, and Speed Books
	• Informational Books
	• Readable Books
	(See titles at end of document.)
		• Using the Root Word to Determine Meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		  – Comparatives Worksheets
		  – Prefixes Worksheets
		  – Suffixes Worksheets

STRAND: READING		
Key Ideas and Details		
R.2.1. Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)	• Describe Characters • Find an Answer • Sum Up: Five Ws • Compare Characters • Map the Story	• Understanding Characters, Setting, or Plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. – 27 Online books to demonstrate understanding characters, setting, and plot.
R.2.2. Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)	• Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books (See titles at end of document.)	• Summarize a Story.pdf: Fill in the boxes with information from the story. Then use this information to write a summary.

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Key Ideas and Details *continued*		

R.2.3. Describe how characters in a story respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)	• Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like…Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like…Sophie Germain; Thales; Archimedes; Ada Byron Lovelace
	• Build Knowledge
	• Describe Characters
	• Compare Characters: Why Wind and Water Fight
	• Map the Story
	• Sum Up, Five Ws
	• Read-Along Books
	(See titles at end of document.)
		• How are Characters Affected by Story Events .pdf: Describe how characters in a story respond to major events and challenges.
		  – What if You Were an Octopus?
		  – Why Wind and Water Fight
		• Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
		  – Louis Braille
		  – Reaching Above
		  – The Courage to Learn
		  – Discovering Dinosaurs

Craft and Structure		

R.2.4. Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)	• Vocabulary Introduction: Present; Definitions; Matching
	• Traditional Tales
	• Read-Along Books
	• Informational Books
	(See titles at end of document.)
		• Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		  – Lizard and the Painted Rock; The Big Mitten; The City and the Country Mouse; La Tortuga; The Shoemaker and the Elves; The Brothers; The Ugly Duckling
		• Find the Meaning of a Word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
		  – Vocabulary Match: Islands and Volcanoes
		  – Vocabulary Match: Tornadoes

R.2.5. Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)	• Song: Reading Detective • Sum Up: Remember Order • Map the Story	
R.2.6. Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book	• Identify the Main Purpose of a Text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. – Great White Bird; The Pizza Book; The Piñata Book; The Talking Lizard; The Courage to Learn; The Bee's Secret; Reaching Above

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas		
R.2.7. Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)	• Read-Along Books (See titles at end of document.) • Compare Characters • Map the Story • Peek at the Story • Check My Guess	• Understanding Characters, Setting, or Plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. – 27 Online books to demonstrate understanding characters, setting, and plot.
R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)	• Informational Books (See titles at end of document.)	• Supporting Ideas with Reason.pdf: Describe how reasons support specific points the author makes in a text. – How to Grow a Garden

R.2.9. Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&RL)	• Books: Louis Braille and Seeing Fingers
	• Compare Characters
	• Read-Along Books
	• Traditional Tales (See titles at end of document.)
		• Compare and Contrast Narrative.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures.
		  – Story Variations Activity
		• Compare and Contrast Informational.pdf: Compare and contrast the most important points presented by two texts on the same topic.
		  – Venn Diagram Activity: Penguins and Falcons

STRAND: WRITING STANDARDS		
Text Types and Purposes		
W.2.1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	• 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	

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes *continued*		

W.2.2. Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.	• Word Processor
	• Prewrite: Word Bank; Title; Mapping
	• First Draft
	• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic
		• Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
		  – Bad News Shoes
		  – The Piñata Book
		  – Winter Snoozers

W.2.2b Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	• Word Processor
	• Prewrite: Word Bank; Title; Mapping
	• First Draft
	• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic
		• Writing with Facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
		  – Noise? What Noise?
		  – The Pizza Books
		  – Little Tree

W.2.2c. Convey events, real or imagined, through 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.	• Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• Writing Narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. – 15 Story examples with suggestions for student writing.
W.2.3. W.2.3 Create writing that utilizes: a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.	• Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• Writing Narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. – 15 Story examples with suggestions for student writing.

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes *continued*		

W.2.3b. Transitions: use transitions to link and build connections between ideas, text, and events.	• Power Words	• Conjunctions.pdf: Use frequently occurring conjunctions.
		  – Conjunctions
		• Using Words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
		  – Conjunctions

W.2.3c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.	• Song: Adjectives Describe; Adverbs
	• Adjectives
	• Adverbs
		• Adjectives vs. Adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified.
		  – Treasure Hunt: Adjectives and Adverbs
		  – Simon Says: Verbs, Adverbs and Adjectives
		  – Adjectives
		  – Adverbs

Production and Distribution of Writing		
W.2.4 With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	• Writing Introduction • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas	• Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. – The Writing Process (including Proofreading Chart)

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing *continued*		
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing	• Play and Practice: Word Processor	• Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. – Letter Picture Handwriting (Aa-Zz)
Inquiry to Build and Present Knowledge		
W.2.7. Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		• Collaborative Writing.pdf: Participate in shared research and writing projects. – Noise? What Noise? – Discovering Dinosaurs – The Story Cloth – Little Tree
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	• Informational Books (See titles at end of document.) • Build Knowledge • Step Into the Story	• Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. – All on the Same Earth – The Bee's Secret
W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text	• Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order • Compare Characters	• Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. – How to Grow a Garden

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STRAND: SPEAKING & LISTENING		
Comprehension and Collaboration		
SL.2.1. Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Class Discussion.pdf: Follow agreed-upon rules for discussions. – Ball Toss Activity
SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.		• Conversation Building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. – Ball Toss Activity
SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.		• Ask Questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. – Ball Toss Activity
SL.2.1d. Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	• Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge	• Key Details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. – 45 Online books for listening for key ideas and details
SL.2.3. Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.		• Gathering Additional Information Through Questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. – Ball Toss Activity

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation of Knowledge and Ideas		
SL.2.4. Tell a story or recount an experience with descriptive details, expressing ideas clearly	• Step Into the Story	• Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. – Tell a Story Activity
SL.2.5. Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Creating Stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. – Visual Aids and Recording Activity
STRAND: LANGUAGE		
Knowledge of Language		
L.2.1. Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking).	• Sing Around the World Songs	
L.2.1b. Recognize formal and informal uses of English.		• Uses of English.pdf: Compare formal and informal uses of English. – Tell a Story Activity

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use		

L.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
a. Determine the meaning of a new word when a prefix or suffix is added.
	• Songs: Put It at the Front; Put it at the End; Key Words
	• Prefixes
	• Suffixes
		• Adding Prefixes to Known Words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word.
		  – Invent a Word: Prefixes and Suffixes
		  – Build a Word: Prefixes and Suffixes
		  – Prefixes

L.2.2b. Use a common root word as a clue to the meaning of an unknown word.	• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words
	• Comparatives
	• Prefixes
	• Suffixes
		• Using the Root Word to Determine Meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.
		  – Comparatives
		  – Prefixes
		  – Suffixes

L.2.2c. Use individual words to predict meaning of compound words (e.g., birdhouse).	• Songs: Compound Words; Key Words • Compound Words	
L.2.2d. Use resources to clarify meanings of words.	• Reading Detective: Build Vocabulary	• Using Glossaries and Dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. – Vocabulary Dictionary

L.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).
	• Books: Bad News Shoes; I Hate Peas; Movin' to the Music
	• Expression: Phrases
		• Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.
		  – Poetry Book 1
		  – Poetry Book 2
		  – Bad News Shoes
		  – Movin' to the Music Time
		  – Winter Snoozers

b. Identify real-life connections between words and their use (e.g., describe foods that are juicy).	• Vocabulary: Introduction; Present; Definitions; Matching • Song: Adjectives Describe • Adjectives	• Identify Real-Life Connections.pdf: Identify real-life connections between words and their use. – Word Card Activity

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use *continued*		
c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).	• Song: Synonym Tree • Synonyms	• Closely Related Verbs.pdf: Distinguish shades of meaning among closely related verbs. – Shades of Meaning Charades
L.2.4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).	All activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts. Children are exposed to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	• Adjectives vs. Adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. – Treasure Hunt: Adjectives and Adverbs – Simon Says: Verbs, Adverbs and Adjectives – Adjectives – Adverbs
L.2.5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.	• Songs: More Than One; Nouns; It Happened Yesterday; Adjectives Describe; Adverbs • Books: What a Band; Family Vacation; Mine • Nouns • Plural Nouns • Verbs • Adjectives • Adverbs • Past Tense Verbs	• Adjectives vs. Adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. – Treasure Hunt: Adjectives and Adverbs – Simon Says: Verbs, Adverbs and Adjectives – Adjectives – Adverbs • Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. – Plural Nouns – Verbs and Nouns – Verb Endings • Past Tense Irregular Verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. – Writing About the Past Activity – Irregular Verbs
L.2.5b. Production, expansion, and rearrangement of complete simple and compound sentences.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Simple and Compound Sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. – Types of Sentences – Skill Builder Song

WISCONSIN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary Acquisition and Use *continued*		
L.2.6a Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of holidays, products, geographic places.	• Song: Capital Letters • Edit Capitals	• Capitalization.pdf: Capitalize holidays, product names, and geographic names. – Capitalization
L.2.6b. Commas in greetings and closings.	• Song: Comma, Comma, Comma (In a Letter) • Edit Commas	

L.2.6c. Apostrophes in contractions and frequently occurring possessives.	• Songs: Apostrophe Pig; Contraction Action
	• Contractions
	• Possessive Nouns
		• Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.
		  – Contractions
		  – Possessive Nouns

L2.6d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.	• Reading Detective: Build Vocabulary	• Consulting Reference Materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. – Vocabulary Dictionary

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.

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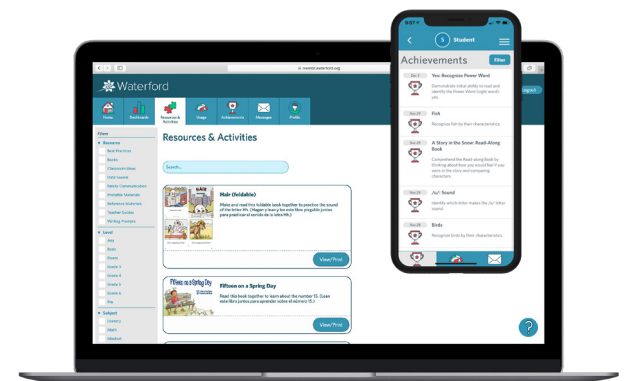
Waterford Mentor is available online and in the Mentor app (for iOS and Android).