

CURRICULUM *Correlation*

*Waterford Early
Learning:
Reading and
Classroom
Advantage*

100%

*Wit & Wisdom
K-2 Modules
with Maryland
ELA Focus
Standards*

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| KINDERGARTEN | | |
| MODULE 1: THE FIVE SENSES | | |
| Essential Question: How do our senses help us learn? | Waterford supports understanding of new concepts and achievement through text-focused learning. Please refer to the Essential Question Playlist* to extend thinking and learning. <ul style="list-style-type: none"> • Books: I Wish I Had Ears Like a Bat • Science Investigation | |
| Focus Standards | | |
| RL.K.1. With prompting and support, ask and answer questions about key details in a text. | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Look at Details | <ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Discussion suggestions for 49 stories with questions to build comprehension. |
| RL.K.6. With prompting and support, name the author and the illustrator of a story and define the role of each in telling the story. | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> • Read With Me Books • Decodable Books (See titles at end of document.) • Print Directionality Introduction | <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Andy's Adventures - Rex Is In a Fix - Little Monkey |
| RI.K.1. With prompting and support, ask and answer questions about key details in a text. | <ul style="list-style-type: none"> • Build Knowledge • Informational Books (See titles at end of document.) • Find an Answer • Sum Up, Five Ws • Look at Details | <ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Seeing Fingers - What Is a Cloud? - Legs |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. <ul style="list-style-type: none"> • Vocabulary Instruction | |

*Contact your Director of School Relations to import the Essential Question Playlist to your Manager account.

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| <i>Focus Standards continued</i> | | |
| <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> | <p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud. The title page narration repeats the title and includes a comment suggesting a purpose for reading.</p> <ul style="list-style-type: none"> • Print Directionality Introduction • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> - Fawn Eyes - What Is a Cloud? - Legs |
| <p>W.K.2. 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.</p> | <p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) | <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Fawn Eyes - A Story in the Snow |
| <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Find an Answer • Build Knowledge | <ul style="list-style-type: none"> • Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy’s Adventures - At Camp - I Go... - Together - Opposites |
| <p>SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> | <p>Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p> | <ul style="list-style-type: none"> • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns |
| <p>SL.K.1b. Continue a conversation through multiple exchanges.</p> | <p>Digital activities, used with an interactive whiteboard or projector, offer opportunities to build conversation skills.</p> | <ul style="list-style-type: none"> • Conversation building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns |
| <p>L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> | <ul style="list-style-type: none"> • Sum Up, Five Ws | |

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| <i>Focus Standards continued</i> | | |
| L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound | <ul style="list-style-type: none"> • Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting |
| L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound • Choose a Sound • Barnyard Bash | <ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity |
| MODULE 2: ONCE UPON A FARM | | |
| Essential Question: What makes a good story? | Waterford supports understanding of new concepts and achievement through text-focused learning. Please refer to the Essential Question Playlist to extend thinking and learning. <ul style="list-style-type: none"> • Video: Farm Animals; Sheep • Books: The Little Red Hen; Three Little Pigs; One Day on the Farm | |
| <i>Focus Standards</i> | | |
| RL.K.2. With prompting and support, retell familiar stories, including key details. | <ul style="list-style-type: none"> • 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.) | <ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - Discussion suggestions for 11 stories with ideas to build comprehension with key details. |

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| <i>Focus Standards continued</i> | | |
| <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> | <ul style="list-style-type: none"> • Describe Characters • Look at Details • Sum Up, Five Ws • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - Discussion suggestions for 21 stories with questions to identify story elements. |
| <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> | <ul style="list-style-type: none"> • Books: Pat-a-Cake and Polly Put the Kettle On; Yankee Doodle and Wee Willie Winkie; One Elephant Went Out to Play and Quack, Quack, Quack; Three Little Kittens and All the Pretty Little Horses • Compare Characters | <ul style="list-style-type: none"> • Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> - My Super Sticky Sandwich and Lumpy Mush - Lost Socks and Play Ball - At Camp and Family Vacation |
| <p>W.K.3. 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.</p> | <p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) | <ul style="list-style-type: none"> • Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush |
| <p>W.K.6. With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing.</p> | <p>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.</p> | |
| <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Find an Answer • Build Knowledge | <ul style="list-style-type: none"> • Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy’s Adventures - At Camp - I Go... - Together - Opposites |
| <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>Digital activities, used with an interactive whiteboard or projector, offer opportunities to build conversation skills.</p> | <ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things |

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| <i>Focus Standards continued</i> | | |
| L.K.1.a. Print many upper- and lowercase letters. | <ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Similarities and Differences in Letters • Alphabet Review | <ul style="list-style-type: none"> • Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting |
| L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | <ul style="list-style-type: none"> • Song: Preposition Ship | <ul style="list-style-type: none"> • Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> - Prepositions |
| L.K.1f. Produce and expand complete sentences in shared language activities. | <ul style="list-style-type: none"> • Songs: What is a Sentence?; Sentence Marks • Sentences • Sentence Marks | <ul style="list-style-type: none"> • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences |
| L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound • Choose a Sound | <ul style="list-style-type: none"> • Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting |
| L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter Sound • Choose a Sound • Barnyard Bash | <ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity |
| L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | <ul style="list-style-type: none"> • Sort • Make Comparisons • Look at Details | <ul style="list-style-type: none"> • Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Object Sort |

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| <i>Focus Standards continued</i> | | |
| L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). | <ul style="list-style-type: none"> Song: Words in Your World | <ul style="list-style-type: none"> Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). <ul style="list-style-type: none"> Make Connections |
| MODULE 3: AMERICA, THEN AND NOW | | |
| Essential Question: How has life in America changed over time? | Waterford supports understanding of new concepts and achievement through text-focused learning. Please refer to the Essential Question Playlist to extend thinking and learning. <ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Thomas Edison; Louis Braille; Inventions All Around Build Knowledge: Lizard and the Painted Rock; The Brothers | |
| Focus Standards | | |
| RI.K.2. With prompting and support, identify the main topic and retell key details of a text. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Find an Answer Sum Up, Five Ws Sum Up, Remember Order Look at Details Picture Clues | <ul style="list-style-type: none"> Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Seeing Fingers What Is a Cloud? Legs |
| RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | <ul style="list-style-type: none"> Books: Fawn Eyes and I Wish I Had Ears Like a Bat; Watch the Woolly Worm and Garden Visitors Connect to Me Build Knowledge | <ul style="list-style-type: none"> Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. <ul style="list-style-type: none"> How to Grow a Garden Think With Me Growing Flowers |
| RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud. Print Directionality Introduction | <ul style="list-style-type: none"> Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? A Story In the Snow |

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| <i>Focus Standards continued</i> | | |
| <p>W.K.2. 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.</p> | <p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) | <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Fawn Eyes - A Story in the Snow |
| <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> | <p>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.</p> | <ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> - Think and Write Activity - I Go... - At Camp - Together - Opposites |
| <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Find an Answer • Build Knowledge | <ul style="list-style-type: none"> • Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy’s Adventures - At Camp - I Go... - Together - Opposites |
| <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | <ul style="list-style-type: none"> • Science Investigation | <ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine |

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| <i>Focus Standards continued</i> | | |
| SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> My Favorite Things |
| L.K.1b. Use frequently occurring nouns and verbs. | <ul style="list-style-type: none"> Songs: Nouns; Verbs Nouns Verbs | |
| L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | <ul style="list-style-type: none"> Songs: Nouns; More Than One Nouns Plural Nouns | |
| L.K.2.a. Capitalize the first word in a sentence and the pronoun I. | <ul style="list-style-type: none"> Song: What is a Sentence? Sentences | <ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> “I Like Kites” Punctuation |
| MODULE 4: THE CONTINENTS | | |
| Essential Question: What makes the world fascinating? | Sing Around the World Songs are presented in English, then repeated in the language of the country represented. Each song begins with a display of the location of the country on a world map. Engaging graphics include traditional dress and geographic features. Please refer to the Essential Question Playlist to extend thinking and learning. | |

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| MODULE 4: THE CONTINENTS <i>continued</i> | | |
| Essential Question: What makes the world fascinating? <i>continued</i> | <ul style="list-style-type: none"> Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico) Book: Where in the World Would You Go Today? | |
| Focus Standards | | |
| RL.K.4. Ask and answer questions about unknown words in a text. | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. <ul style="list-style-type: none"> Vocabulary Instruction | |
| RL.K.5. Recognize common types of texts (e.g., storybooks, poems). | <ul style="list-style-type: none"> Read With Me Books Sing a Rhyme Songs/Books Decodable Books (See titles at end of document.) Picture Story | <ul style="list-style-type: none"> Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> Lost Socks Lumpy Mush Three Little Kittens The Alligator in the Library Garden Visitors |

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| <i>Focus Standards continued</i> | | |
| <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear. (e.g., what moment in a story an illustration depicts).</p> | <ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story | <ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - Discussion suggestions for 31 stories with various strategies such as Peek at the Story and Use Clues to Guess. |
| <p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> | <ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. <ul style="list-style-type: none"> - Opposites - Watch the Woolly Worm - A Story in the Snow |
| <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> | <ul style="list-style-type: none"> • Book: What Is a Cloud? | <ul style="list-style-type: none"> • Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden - Think With Me |
| <p>RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <ul style="list-style-type: none"> • Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat | <ul style="list-style-type: none"> • Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. <ul style="list-style-type: none"> - How to Grow a Garden - Growing Flowers - Think With Me |
| <p>W.K.1. 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...).</p> | <p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) | <ul style="list-style-type: none"> • 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...). <ul style="list-style-type: none"> - Write With Me |

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| <i>Focus Standards continued</i> | | |
| W.K.5. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed. | Waterford provides access to a word processor feature for producing and publishing writing. Used with an interactive whiteboard or projector, this teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities. | <ul style="list-style-type: none"> Editing.pdf: With guidance and support, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> - Family Vacation Creative Writing |
| W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Find an Answer • Build Knowledge | <ul style="list-style-type: none"> • Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> - Andy's Adventures - At Camp - I Go... - Together - Opposites |
| SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | <ul style="list-style-type: none"> • Look at Details • Find an Answer • Science Investigation | <ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine |
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details. | <ul style="list-style-type: none"> • Look At Details | <ul style="list-style-type: none"> • Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things |
| L.K.1f. Produce and expand complete sentences in shared language activities. | <ul style="list-style-type: none"> • Songs: What is a Sentence?; Sentence Marks • Sentences • Sentence Marks | <ul style="list-style-type: none"> • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences |
| L.K.2.a. Capitalize the first word in a sentence and the pronoun I. | <ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences | <ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - "I Like Kites" Punctuation |

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| <i>Focus Standards continued</i> | | |
| L.K.2b. Recognize and name end punctuation. | <ul style="list-style-type: none"> Songs: What is a Sentence?; Sentence Marks Sentence Marks | <ul style="list-style-type: none"> Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> “I Like Kites” Punctuation |
| L.K.4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | <ul style="list-style-type: none"> Vocabulary | <ul style="list-style-type: none"> Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> One Word, Two Meanings |
| L.K.4b. 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. | <ul style="list-style-type: none"> Song: More Than One Plural Nouns | <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Affixes and Inflections |
| L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | <ul style="list-style-type: none"> Song: Verbs Book: Opposites Opposites Verbs | <ul style="list-style-type: none"> Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> Guess the Opposite |
| L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | <ul style="list-style-type: none"> Songs: Verbs; Synonym Tree | <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Shades-of-Meaning Charades |
| GRADE 1 | | |
| MODULE 1: A WORLD OF BOOKS | | |
| Essential Question: How do books change lives around the world? | Waterford supports understanding of new concepts and achievement through text-focused learning. Please refer to the Essential Question Playlist to extend thinking and learning. <ul style="list-style-type: none"> Books: Reaching Above; Louis Braille; I Want to Be a Mathematician Like Sophie Germain | |

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| Focus Standards | | |
| RL.1.1. Ask and answer questions about key details in a text. | <ul style="list-style-type: none"> • Recall Details • Ask a Question • Sum Up, Five Ws • Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> • Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw |
| RL.1.2. Retell stories, including key details. Recognize and understand the central message or lesson. | <ul style="list-style-type: none"> • Recall Details • Sum Up, Remember Order • Sum Up, Five Ws • Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw |
| RL.1.3. Describe characters, settings, and major events in a story, using key details. | <ul style="list-style-type: none"> • Recall Details • Describe Characters • Compare Characters • Sum Up, Remember Order • Sum Up, Five Ws • Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> • Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs |
| RI.1.1. Ask and answer questions about key details in a text. | <ul style="list-style-type: none"> • Recall Details • Ask a Question • Sum Up, Five Ws • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Key details_1.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Water is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to be a Scientist Like Jane Goodall - I Want to be a Scientist Like George Washington Carver - I Want to be a Scientist Like Wilbur and Orville Wright |
| RI.1.7. Use the illustrations and details in a text to describe its key ideas. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Finding key information.pdf: Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> - Star Pictures |
| W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | <ul style="list-style-type: none"> • Play and Practice: Word Processor | <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Narrative Writing Activities |

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| <i>Focus Standards continued</i> | | |
| 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. | Waterford provides access to a word processor feature for producing and publishing writing. Used with an interactive whiteboard or projector, this teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities. | <ul style="list-style-type: none"> Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart) |
| SL.1.1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | <ul style="list-style-type: none"> Digital activities, used with an interactive whiteboard or projector, offer opportunities to build conversation skills. | <ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity |
| SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. | Digital activities, used with an interactive whiteboard or projector, offer opportunities to build conversation skills. | <ul style="list-style-type: none"> Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> - Discussion Rules Activity |
| L.1.1b. Use common, proper, and possessive nouns. | <ul style="list-style-type: none"> Songs: Apostrophe Pig; Nouns Nouns Possessive Nouns | <ul style="list-style-type: none"> Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: "Nouns" - Nouns |
| L.1.1f. Use frequently occurring adjectives. | <ul style="list-style-type: none"> Song: Adjectives Describe Adjectives | <ul style="list-style-type: none"> Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Adjectives |
| L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | <ul style="list-style-type: none"> Song: What Is a sentence?; Sentence Marks Sentences Sentence Marks | <ul style="list-style-type: none"> Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song |
| L.1.2b. Use end punctuation for sentences. | <ul style="list-style-type: none"> Song: What Is a Sentence?; Sentence Marks Sentences Sentence Marks Edit End Punctuation | <ul style="list-style-type: none"> Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences |

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| MODULE 2: CREATURE FEATURES | | |
| <p>Essential Question: What can we discover about animals' unique features?</p> | <ul style="list-style-type: none"> • Books: Animal Bodies; Amazing Tails; I Want to Be a Scientist Like Jane Goodall; The Birds, the Beasts, and the Bat; Great White Bird; Birds at My House; Legs; For the Birds • Video: Farm Animals; Sheep; Big Little Animals • Build Knowledge: Mine • Please refer to the Essential Question Playlist to extend thinking and learning. | |
| Focus Standards | | |
| <p>RL.1.2. Retell stories, including key details. Recognize and understand the central message or lesson.</p> | <ul style="list-style-type: none"> • Recall Details • Sum Up, Remember Order • Sum Up, Five Ws • Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw |
| <p>RI.1.2. Identify the main topic and retell key details of a text.</p> | <ul style="list-style-type: none"> • Recall Details • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to be a Scientist Like Jane Goodall - I Want to be a Scientist Like George Washington Carver - I Want to be a Scientist Like Wilbur and Orville Wright |
| <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <ul style="list-style-type: none"> • Connect to Me • Compare Characters • Build Knowledge • Recall Details • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> - Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver |
| <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> | <ul style="list-style-type: none"> • Reading Detective (Build Vocabulary) | <ul style="list-style-type: none"> • Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> - How to Grow a Garden |

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| <i>Focus Standards continued</i> | | |
| RI.1.8. Identify the reasons an author gives to support points in a text. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> How to Grow a Garden |
| W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | <ul style="list-style-type: none"> Play and Practice: Word Processor | <ul style="list-style-type: none"> Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> Topical Writing Activities |
| 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. | 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. | |
| W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | <ul style="list-style-type: none"> Books: The Pizza Book; The Pinata Book; Birds at My House | <ul style="list-style-type: none"> Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart) |
| W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <ul style="list-style-type: none"> Connect to Me Build Knowledge | <ul style="list-style-type: none"> 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). <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart) |
| SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> Visual Aids and Recording Activity |
| SL.1.6. Produce complete sentences when appropriate to task, audience, and situation. | <ul style="list-style-type: none"> Song: What is a Sentence? | <ul style="list-style-type: none"> Sentence production.pdf: All activities in Speaking and Listening provide opportunities to practice producing complete sentences. <ul style="list-style-type: none"> Class discussion Conversation building Ask questions Key details Gathering additional information through questions Use relevant details to express ideas and feelings Expressing ideas through pictures |

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| <i>Focus Standards continued</i> | | |
| L.1.1h. Use determiners (e.g., articles, demonstratives). | <ul style="list-style-type: none"> • Power Words | <ul style="list-style-type: none"> • Determiners.pdf: Use determiners. • Determiners |
| L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward). | <ul style="list-style-type: none"> • Song: Preposition Ship | <ul style="list-style-type: none"> • Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> - Preposition |
| L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | <ul style="list-style-type: none"> • Song: What Is a sentence?; Sentence Marks • Sentences • Sentence Marks | <ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song |
| L.1.2b. Use end punctuation for sentences. | <ul style="list-style-type: none"> • Song: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks • Edit End Punctuation | <ul style="list-style-type: none"> • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences |
| L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | <ul style="list-style-type: none"> • Letter Sound • Spelling Scramble • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Word Pattern Spelling | <ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity |
| L.1.4.a. Use sentence-level context as a clue to the meaning of a word or phrase. | <ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy's Clues • Use a Clue • Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play with Me? |
| L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). | | <ul style="list-style-type: none"> • Defining words.pdf: Define words by category and by one or more key attributes. <ul style="list-style-type: none"> - Sorting Objects |

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| <i>Focus Standards continued</i> | | |
| L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. | <ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs | <ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> - Shades of Meaning: Verbs and Adjectives |
| MODULE 3: POWERFUL FORCES | | |
| Essential Question: How do people respond to the powerful force of the wind? | Waterford supports understanding of new concepts and achievement through text-focused learning. Please refer to the Essential Question Playlist to extend thinking and learning. <ul style="list-style-type: none"> • Book: Why Wind and Water Fight • Weather • Weather Tools | |
| Focus Standards | | |
| RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | <ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling |
| RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | <ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden |

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| <i>Focus Standards continued</i> | | |
| <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> | <p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> | <ul style="list-style-type: none"> Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> - Animal Bodies - Star Pictures |
| <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> - Star Pictures |
| <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Books: Seeing Fingers and Louis Braille; The Shoemaker and the Elves and The Three Wishes | <ul style="list-style-type: none"> Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> - How to Grow a Garden - Growing Flowers |
| <p>W.1.3. 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.</p> | <ul style="list-style-type: none"> Play and Practice: Word Processor | <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> - Narrative Writing Activities |
| <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <ul style="list-style-type: none"> Ask a Question | <ul style="list-style-type: none"> Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> - Discussion Rules Activity |
| <p>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.</p> | <ul style="list-style-type: none"> Ask a Question | <ul style="list-style-type: none"> Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> - Ask and Answer Activity |
| <p>L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> | <ul style="list-style-type: none"> Songs: More Than One; Nouns; What is a Sentence? Nouns Plural Nouns Verbs | <ul style="list-style-type: none"> Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns - Verbs and Nouns - Verb Endings |

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| <i>Focus Standards continued</i> | | |
| L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | <ul style="list-style-type: none"> • Song: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs | <ul style="list-style-type: none"> • Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs |
| L.1.1f. Use frequently occurring adjectives. | <ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives | <ul style="list-style-type: none"> • Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Adjectives |
| L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word. | <ul style="list-style-type: none"> • Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Double the Fun • Prefixes • Suffixes | <ul style="list-style-type: none"> • Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> - Affixes and Inflections |
| L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | <ul style="list-style-type: none"> • Song: Tricky Y to I • Change Y to I | <ul style="list-style-type: none"> • Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms. <ul style="list-style-type: none"> - Affixes and Inflections |
| L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). | <ul style="list-style-type: none"> • Connect to Me • Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> - Making Connections |
| L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. | <ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs | <ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> - Shades of Meaning: Verbs and Adjectives |
| MODULE 4: CINDERELLA STORIES | | |
| Essential Question: Why do people around the world admire Cinderella? | <p>Waterford’s rich library includes stories depicting character attributes such as kindness, patience, adaptability, and persistence, as well as happy endings, or magical creatures. Please refer to the Essential Question Playlist to extend thinking and learning.</p> <ul style="list-style-type: none"> • Books: Mr. Lucky Straw; The Brothers; The Shoemaker and the Elves; The Three Wishes; The Magic Porridge Pot; The Courage to Learn; Reaching Above | |

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| Focus Standards | | |
| RL.1.6. Identify who is telling the story at various points in a text. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> Who Is the Speaker? The Brothers The City Mouse and the Country Mouse Mr. Lucky Straw |
| RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. | <ul style="list-style-type: none"> Describe Characters Recall Details Sum Up, Five Ws Sum Up, Remember Order Traditional Tales (See titles at end of document.) Peek at the Story | <ul style="list-style-type: none"> Describe the story.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> The Gingerbread Man The Little Red Hen The City Mouse and the Country Mouse The Brothers |
| RL.1.9. Compare and contrast the adventures and experiences of characters in stories. | <ul style="list-style-type: none"> Describe Characters Compare Characters Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> The City Mouse and the Country Mouse |
| W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | <ul style="list-style-type: none"> Play and Practice: Word Processor | <ul style="list-style-type: none"> Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> Opinion Writing Activities |
| W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <ul style="list-style-type: none"> Connect to Me Build Knowledge | <ul style="list-style-type: none"> 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). <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart) |
| SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | <ul style="list-style-type: none"> Ask a Question Recall Details Sum Up, Five Ws | <ul style="list-style-type: none"> Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> The Three Little Pigs Anansi and the Seven Yarn Hills Mr. Lucky Straw |

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| <i>Focus Standards continued</i> | | |
| SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | <ul style="list-style-type: none"> • Song: Adjectives Describe • Look at Details | <ul style="list-style-type: none"> • Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> - Ask and Answer Activity |
| L.1.1.a. Print all upper- and lowercase letters. | <ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) | <ul style="list-style-type: none"> • Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting (Aa-Zz) |
| L.1.1.d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). | <ul style="list-style-type: none"> • Song: Pronouns • Pronouns | <ul style="list-style-type: none"> • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns |
| L.1.1.g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). | <ul style="list-style-type: none"> • Power Words | <ul style="list-style-type: none"> • Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> - Conjunctions |
| L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | <ul style="list-style-type: none"> • Song: What Is a sentence?; Sentence Marks • Sentences • Sentence Marks | <ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song |
| L.1.2.a. Capitalize dates and names of people. | <ul style="list-style-type: none"> • Songs: Capital Letters (Proper Nouns)(Days) • Edit Capitals • Edit Calendar Capitals | <ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> - Capitalization |
| L.1.2.c. Use commas in dates and to separate single words in a series. | <ul style="list-style-type: none"> • Songs: Comma, Comma, Comma; What is a Sentence?; Sentence Marks • Edit Commas • Sentence Marks | <ul style="list-style-type: none"> • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas |
| L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | <ul style="list-style-type: none"> • Song: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble | |

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| <i>Focus Standards continued</i> | | |
| L.1.4.a. Use sentence-level context as a clue to the meaning of a word or phrase. | <ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues • Use a Clue • Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play with Me? |
| L.1.5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | <ul style="list-style-type: none"> • Book: The Birds, the Beast, and the Bat • Sort | <ul style="list-style-type: none"> • Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Sorting Objects |
| GRADE 2 | | |
| MODULE 1: A SEASON OF CHANGE | | |
| Essential Question: How does change impact people and nature? | <ul style="list-style-type: none"> • Books: The Four Seasons; That’s What I Like: A Book About Seasons; Winter Snoozers; The Old Maple Tree; Little Tree; Whatever the Weather; The Weather on Blackberry Lane • Please refer to the Essential Question Playlist to extend thinking and learning. | |
| <i>Focus Standards</i> | | |
| RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Compare Characters • Map the Story | <ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 52 online books to practice strategies for understanding. |
| RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Comprehension, and Speed Books • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia |

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| <i>Focus Standards continued</i> | | |
| RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | <ul style="list-style-type: none"> • Song: Reading Detective • Sum Up, Remember Order • Map the Story | |
| RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | <ul style="list-style-type: none"> • Compare Characters • Map the Story • Sum Up, Remember Order • Reading Detective (Peek at the Story/Check My Guess) • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Who, what, where, when, and why_1.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Vocabulary Match: Islands and Volcanoes • Vocabulary Match: Tornadoes |
| RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identify the main topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee's Secret - Reaching Above |
| W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree |
| W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | <ul style="list-style-type: none"> • 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 | |

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| <i>Focus Standards continued</i> | | |
| W.2.8. Recall information from experiences or gather information from provided sources to answer a question. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Step Into the Story | <ul style="list-style-type: none"> • Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret |
| SL.2.1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.). | Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities. | <ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity |
| SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others. | Digital activities, used with an interactive whiteboard or projector, offer opportunities to build conversation skills. | <ul style="list-style-type: none"> • Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> - Ball Toss Activity |
| L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. | <ul style="list-style-type: none"> • Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives | <ul style="list-style-type: none"> • Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives - Adverbs |
| L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.). | <ul style="list-style-type: none"> • Revise: Start Sentences Differently; Add Details; Use Interesting Words | <ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence |
| L.2.4.a. Use sentence-level context as a clue to the meaning of a word or phrase. | <ul style="list-style-type: none"> • Rusty and Rosy's Clues • Look For a Clue • Use a Clue | <ul style="list-style-type: none"> • Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play With Me? |

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| <i>Focus Standards continued</i> | | |
| L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell.) | <ul style="list-style-type: none"> Song: Put It at the Front; Key Words Prefixes | <ul style="list-style-type: none"> Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> Invent a Word: Prefixes and Suffixes Build a Word: Prefixes and Suffixes Prefixes |
| L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | <ul style="list-style-type: none"> Reading Detective: Build Vocabulary | <ul style="list-style-type: none"> Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> Vocabulary Dictionary |
| L.2.5.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy.). | <ul style="list-style-type: none"> Vocabulary: Introduction; Present; Definitions; Matching Song: Adjectives Describe Adjectives | <ul style="list-style-type: none"> Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> Word Card Activity |
| L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl.) and closely related adjectives (e.g., thin, slender, skinny, scrawny.). | <ul style="list-style-type: none"> Song: Synonym Tree Synonyms | <ul style="list-style-type: none"> Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> Shades of Meaning Charades |
| MODULE 2: THE AMERICAN WEST | | |
| Essential Question: What was life like in the West for early Americans? | Waterford supports understanding of new concepts and achievement through text-focused learning. Please refer to the Essential Question Playlist to extend thinking and learning. <ul style="list-style-type: none"> Books: Sequoyah’s Talking Leaves Build Knowledge: Lizard and the Painted Rock Desert | |
| <i>Focus Standards</i> | | |
| RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | <ul style="list-style-type: none"> Read-Along Books Fluency, Comprehension, and Speed Books Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> Why Wind and Water Fight The Snow Lion How Rivers Began The Story of Tong and Mai Nhia |

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| <i>Focus Standards continued</i> | | |
| <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> | <ul style="list-style-type: none"> • 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.) | <ul style="list-style-type: none"> • How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> - What if You Were an Octopus? - Why Wind and Water Fight |
| <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories.) by different authors or from different cultures.</p> | <ul style="list-style-type: none"> • Compare Characters • Read-Along Books • Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> • Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. <ul style="list-style-type: none"> - Story Variations Activity |
| <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> | <ul style="list-style-type: none"> • Vocabulary Introduction: Present; Definitions; Matching • Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter | <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes |
| <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> - Noise? What Noise? - The Pizza Books - Little Tree |
| <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas | |

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| <i>Focus Standards continued</i> | | |
| 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. | <ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor | |
| W.2.8. Recall information from experiences or gather information from provided sources to answer a question. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Step Into the Story | <ul style="list-style-type: none"> • Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - The Bee's Secret |
| SL.2.5. Create audio recordings of stories or poems with the guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Visual Aids and Recording Activity |
| SL.2.6. Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification. | <ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences | <ul style="list-style-type: none"> • Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences. <ul style="list-style-type: none"> - Class discussion - Conversation building - Ask questions - Key details - Gathering additional information through questions - Story telling - Creating stories |
| L.2.1.a. Use collective nouns (e.g., group.). | <ul style="list-style-type: none"> • Irregular Plurals • Video: Sheep | |
| L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish.). | <ul style="list-style-type: none"> • Song: Strange Spelling • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns | <ul style="list-style-type: none"> • Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose are Not Meese - Plural Nouns |
| L.2.2.a. Capitalize holidays, product names, and geographic names. | <ul style="list-style-type: none"> • Song: Capital Letters • Edit Capitals | <ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization |

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| <i>Focus Standards continued</i> | | |
| L.2.4.a. Use sentence-level context as a clue to the meaning of a word or phrase. | <ul style="list-style-type: none"> • Rusty and Rosy’s Clues • Look For a Clue • Use a Clue | <ul style="list-style-type: none"> • Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play With Me? |
| L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell.) | <ul style="list-style-type: none"> • Song: Put It at the Front; Key Words • Prefixes | <ul style="list-style-type: none"> • Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes |
| L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional.). | <ul style="list-style-type: none"> • Songs: Let’s Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes | <ul style="list-style-type: none"> • Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives - Prefixes - Suffixes |
| MODULE 3: CIVIL RIGHTS HEROES | | |
| Essential Question: How can people respond to injustice? | <p>Waterford supports understanding of new concepts and achievement through text-focused learning. Please refer to the Essential Question Playlist to extend thinking and learning.</p> <ul style="list-style-type: none"> • Books: Reaching Above: The Bessie Coleman Story; The Courage to Learn: The Story of Helen Keller; The Story Cloth; David Next Door; I Want to Be a Mathematician Like Sophie Germain | |
| <i>Focus Standards</i> | | |
| RL.2.4. Describe how words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines.) supply rhythm and meaning in a story, poem, or song. | <ul style="list-style-type: none"> • Books: Bad News Shoes; I Hate Peas; Movin’ to the Music • Expression: Phrases | <ul style="list-style-type: none"> • Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin’ to the Music Time - Winter Snoozers |

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| <i>Focus Standards continued</i> | | |
| <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> | <ul style="list-style-type: none"> Books: Why Wind and Water Fight; Three Billy Goats Gruff Compare Characters Expression: Quotations | <ul style="list-style-type: none"> Point of view.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <ul style="list-style-type: none"> Story Structure Activity |
| <p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works.) contribute to and clarify a text.</p> | <ul style="list-style-type: none"> Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book | <ul style="list-style-type: none"> Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> How to Grow a Garden |
| <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> | <ul style="list-style-type: none"> Books: Louis Braille and Seeing Fingers | <ul style="list-style-type: none"> Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic. <ul style="list-style-type: none"> Venn Diagram Activity: Penguins and Falcons |
| <p>W.2.3. 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.</p> | <ul style="list-style-type: none"> Writing Introduction Word Processor Tutorial Word Processor Prewrite: Word Bank; Title; Mapping First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> Discussion suggestions with 15 story examples with ideas for student writing. |
| <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge Step Into the Story | <ul style="list-style-type: none"> Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> All on the Same Earth The Bee's Secret |
| <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> | <ul style="list-style-type: none"> Ask a Question | <ul style="list-style-type: none"> Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> Ball Toss Activity |
| <p>SL.2.3. 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.</p> | <ul style="list-style-type: none"> Ask a Question | <ul style="list-style-type: none"> Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> Ball Toss Activity |

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| <i>Focus Standards continued</i> | | |
| L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. | <ul style="list-style-type: none"> • Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives | <ul style="list-style-type: none"> • Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives - Adverbs |
| L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.). | <ul style="list-style-type: none"> • Revise: Start Sentences Differently; Add Details; Use Interesting Words | <ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence |
| L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark.). | <ul style="list-style-type: none"> • Songs: Compound Words; Key Words • Compound Words | |
| L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl.) and closely related adjectives (e.g., thin, slender, skinny, scrawny.). | <ul style="list-style-type: none"> • Song: Synonym Tree • Synonyms | <ul style="list-style-type: none"> • Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> - Shades of Meaning Charades |
| MODULE 4: GOOD EATING | | |
| Essential Question: How does food nourish us? | Waterford supports understanding of new concepts and achievement through text-focused learning. Please refer to the Essential Question Playlist to extend thinking and learning. | |

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| Focus Standards | | |
| <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> | <ul style="list-style-type: none"> • Read-Along Books (See titles at end of document.) • Compare Characters • Map the Story | <ul style="list-style-type: none"> • Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - Discussion suggestions for 27 online books to demonstrate understanding characters, setting, and plot. |
| <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs |
| <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons.) to locate key facts or information in a text efficiently.</p> | <ul style="list-style-type: none"> • Reading Detective (Build Vocabulary) | <ul style="list-style-type: none"> • Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> - How to Grow a Garden |
| <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee's Secret - Reaching Above |
| <p>RI.2.8. Describe how reasons or evidence support specific points the author makes in a text.</p> | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> - How to Grow a Garden |

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| <i>Focus Standards continued</i> | | |
| <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also,) to connect opinion and reasons, and provide a concluding statement or section.</p> | <ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic | <ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> - Bad News Shoes - The Piñata Book - Winter Snoozers |
| <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.).</p> | <ul style="list-style-type: none"> • Books: Fossils Under Our Feet; A Dinosaur’s First Day; Discovering Dinosaurs; Dinosaur Bones | <ul style="list-style-type: none"> • Collaborative writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree |
| <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Step Into the Story | <ul style="list-style-type: none"> • Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee’s Secret |
| <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> | <ul style="list-style-type: none"> • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge | <ul style="list-style-type: none"> • Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - Discussion suggestions for 45 online books for listening for key ideas and details. |
| <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> | <ul style="list-style-type: none"> • Step Into the Story | <ul style="list-style-type: none"> • Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> - Tell a Story Activity |
| <p>L.2.1c. Use reflexive pronouns (e.g., myself, ourselves).</p> | <ul style="list-style-type: none"> • Song: Pronouns • Pronouns | <ul style="list-style-type: none"> • Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> - Reflexive Pronouns |
| <p>L.2.2b. Use commas in greetings and closings of letters.</p> | <ul style="list-style-type: none"> • Song: Comma, Comma, Comma • Edit Commas | |

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| <i>Focus Standards continued</i> | | |
| L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives. | <ul style="list-style-type: none"> • Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns | <ul style="list-style-type: none"> • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Contractions - Possessive Nouns |
| L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil.). | <ul style="list-style-type: none"> • Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Words • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Editing: Check Spelling; Check Tricky Spellings | <ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones |
| L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | <ul style="list-style-type: none"> • Reading Detective: Build Vocabulary | <ul style="list-style-type: none"> • Consulting reference materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <ul style="list-style-type: none"> - Vocabulary Dictionary |
| L.2.3. a. Compare formal and informal uses of English. | Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening. | <ul style="list-style-type: none"> • Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> - Tell a Story Activity |
| L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | <ul style="list-style-type: none"> • Reading Detective: Build Vocabulary | <ul style="list-style-type: none"> • Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary |
| L.2.5.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy.). | <ul style="list-style-type: none"> • Vocabulary: Introduction; Present; Definitions; Matching • Song: Adjectives Describe • Adjectives | <ul style="list-style-type: none"> • Identify real-life connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> - Word Card Activity |

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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