

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*Renaissance®
Focus Skills™:
Florida Literacy*

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

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FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
Foundational Skills: Print Concepts		
<p>Distinguish letters from words FL.ELA.K.F.1.1.B Distinguish letters from words (e.g., identify which is a word, not a letter, from choices c, t, cat; identify which is a letter, not a word, from choices this, b, fox)</p>	<ul style="list-style-type: none"> Letters Make Words Print Concepts 	
<p>Know words are sequences of letters with meaning FL.ELA.K.F.1.1.G Understand that words are specific sequences of letters that carry meaning</p>	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books Read with Me Books (See titles at end of document.) Words Tell About the Pictures Print Concepts 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 2
<p>Know letters symbolize spoken sounds FL.ELA.K.F.1.1.C Understand that letters in print symbolize spoken sounds in words (e.g., students find the letter that starts their name in environmental print and identify the sound it makes)</p>	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books Read with Me Books (See titles at end of document.) Print Concepts Name Game 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 2
<p>Track printed words FL.ELA.K.F.1.1.A Track printed words from left to right and top to bottom on a page</p>	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Follow words.pdf: Follow words from left to right, top to bottom, and page by page. <ul style="list-style-type: none"> Print Directionality
<p>Track printed words FL.ELA.K.F.1.1.E Track printed words from left to right and top to bottom on a page</p>	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Follow words.pdf: Follow words from left to right, top to bottom, and page by page. <ul style="list-style-type: none"> Print Directionality
<p>Name letters of alphabet automatically FL.ELA.K.F.1.1.F Name, rapidly and automatically, the letters of the alphabet</p>	<ul style="list-style-type: none"> ABC Songs Alphabet Review Letter Checker Fast Letter Fun Find the Letter Name That Letter 	<ul style="list-style-type: none"> Upper and lower case letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> Writing Practice

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Foundational Skills: Print Concepts <i>continued</i>		
<p>Note differences of upper- and lowercase letters FL.ELA.K.F.1.1.F Distinguish between the shapes of upper- and lowercase letters (e.g., pick the letter that is different in S, S, C; pick the letter that is different in E, f, f)</p>	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Letter Checker • Fast Letter Fun • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Upper and lower case letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice
<p>Recognize upper- and lowercase letters FL.ELA.K.F.1.1.F Name all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., pick another way to write the letter G from q, g, j)</p>	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Letter Checker • Fast Letter Fun • Find the Letter • Name That Letter • Letter Match 	<ul style="list-style-type: none"> • Upper and lower case letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice
<p>Recognize the sounds of lower / uppercase letters FL.ELA.K.F.1.1.F Recognize the sounds of letters in lower- and uppercase form</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound 	
<p>Explain with aid how images relate to the story FL.ELA.K.F.1.1.G With prompting and support, describe how illustrations relate to the story in which they appear</p>	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues 	<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. • Opposites <ul style="list-style-type: none"> - Watch the Woolly Worm - A Story in the Snow
Foundational Skills: Phonological Awareness		
<p>Say initial or final phonemes in CVC words FL.ELA.K.F.1.2.D Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in hat, the final sound in cup)</p>	<ul style="list-style-type: none"> • Where is the Sound? • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound 	<ul style="list-style-type: none"> • Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). - Segmenting - Sound Sense Playing Cards

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Foundational Skills: Phonological Awareness <i>continued</i>		
Count syllables in multisyllable words FL.ELA.K.F.1.2.A Count syllables in multisyllabic words (e.g., count the three syllables in potato)	<ul style="list-style-type: none"> Syllables Syllable Safari 	
Identify onsets and rimes in 1-syllable words FL.ELA.K.F.1.2.C Identify and blend onsets and rimes in single-syllable words (e.g., identify the sounds /m/ /an/ in man and blend the sounds /m/ /an/ to produce man)	<ul style="list-style-type: none"> Blend Onset/Rime Sounds Blending Blending Riddles Blending Dragon Blend Every Sound (Phonemes) Find the Picture 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> Segmenting Syllables
Blend, count, and segment syllables in words FL.ELA.K.F.1.2.A Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that /spi/-/der/ makes the word spider)	<ul style="list-style-type: none"> Syllables Syllable Safari Take Away Syllables 	
Blend phonemes to produce words / count sounds FL.ELA.K.F.1.2.C Blend phonemes orally to produce words (e.g., blend the sounds /b/ /u/ /g/ to produce bug) and segment and count the sounds in words	<ul style="list-style-type: none"> Blend Phonemes Blend Every Sound Blending Riddles Blending Dragon Phoneme Segmentation 	
Blend phonemes to produce words / count sounds FL.ELA.K.F.1.2.F Blend phonemes orally to produce words (e.g., blend the sounds /b/ /u/ /g/ to produce bug) and segment and count the sounds in words	<ul style="list-style-type: none"> Blend Phonemes Blend Every Sound Blending Riddles Blending Dragon Phoneme Segmentation 	

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonological Awareness <i>continued</i>		
Isolate short vowel sounds in 1-syllable words FL.ELA.K.F.1.2.D Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that hat has a different middle vowel sound than hit)	<ul style="list-style-type: none"> Song: Mama Squirrel's Sound Song Where is the Sound? Letter Sound Name That Letter Sound 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> Segmenting Sound Sense Playing Cards
Say long vowel sounds in 1-syllable words FL.ELA.K.F.1.2.D Isolate and say long vowel sounds in single-syllable words in spoken language	<ul style="list-style-type: none"> Songs: Old MacDonald Has Some Vowels Where is the Sound? Letter Sound Name That Letter Sound 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> Segmenting Sound Sense Playing Cards
Change initial / final phonemes to make new words FL.ELA.K.F.1.2.E Add or substitute initial or final phonemes in order to produce new one-syllable words in spoken language (e.g., change the /k/ in cat to /h/ to make hat; change the /g/ in bug to /s/ to make bus)	<ul style="list-style-type: none"> Phoneme Substitution Barnyard Bash One, Two, Three Sounds 	
Foundational Skills: Fluency		
Read high-frequency words by sight FL.ELA.K.F.1.4 Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight	<ul style="list-style-type: none"> Power Words Decodable Books Read with Me Books (See titles at end of document.) 	

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Fluency <i>continued</i>		
<p>Recognize purpose for reading and comprehend text FL.ELA.K.F.1.4 Identify purpose for reading (e.g., listening comprehension, enjoyment) by choosing with direct support an appropriate book to read, and read and comprehend emergent-reader texts (i.e., predictable texts with rhyme, repetition, illustration support, simple sentences, familiar topics, clear ideas) demonstrated by answering questions during and after the reading that reflect on the purpose (e.g., what parts of the story did you like?)</p>	<ul style="list-style-type: none"> Power Words Decodable Books Read with Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Group reading activities.pdf: Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> Multiple stories with suggestions to build comprehension.
<p>Begin to engage with books independently FL.ELA.K.F.1.4 Begin to read and engage with books independently as well as in groups</p>	<ul style="list-style-type: none"> Decodable Books Read with Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.) 	
Foundational Skills: Phonics and Word Analysis		
<p>Produce the most common sounds of consonants FL.ELA.K.F.1.3.A Understand that consonants make different sounds and be able to produce the most common ones (e.g., c as /k/ and /s/) when combined with the different vowels)</p>	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Letter Sound Screening Sound Room Name That Letter Sound 	
<p>Identify / match short vowel sounds with letters FL.ELA.K.F.1.3.B Identify and match the short vowel sounds with the letters that represent them</p>	<ul style="list-style-type: none"> Vowel Songs: Apples and Bananas; Old MacDonald Has Some Vowels Letter Sound Songs Letter Sound 	<ul style="list-style-type: none"> Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> Phonics and Word Recognition Long and Short Vowel Cards

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
Distinguish short vowel sounds to decode words FL.ELA.K.F.1.3.B Decode regularly spelled single-syllable words by distinguishing between short vowel sounds	<ul style="list-style-type: none"> Vowel Songs: Apples and Bananas; Old MacDonald Has Some Vowels Letter Sound Songs Letter Sound 	<ul style="list-style-type: none"> Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> Phonics and Word Recognition Long and Short Vowel Cards
Decode single-syllable CVC words FL.ELA.K.F.1.3.C Decode single-syllable (CVC) words (e.g., cat, get, mom)	<ul style="list-style-type: none"> Pattern Hunt Letter Sound Name That Sound Decodable Books Read with Me Books Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Pattern Word Blending Consonant Blending Pattern Word Building Pattern Word Games
Note letters that represent long vowel sounds FL.ELA.K.F.1.3.B Identify the letters that most commonly represent long vowel sounds (e.g., a_e, i_e, o_e, u_e)	<ul style="list-style-type: none"> Vowel Songs: Apples and Bananas; Old MacDonald Has Some Vowels Letter Sound Songs Letter Sound 	<ul style="list-style-type: none"> Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> Phonics and Word Recognition Long and Short Vowel Cards
Match letters for final consonant sounds FL.ELA.K.F.1.3.A Identify and match letters for final consonant sounds in single-syllable words (e.g., pick the letter for the last sound in fan by reading from choices: f, v, and n)	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Letter Sound Screening Sound Room Name That Letter Sound 	
Reading: Reading Prose and Poetry		
Ask / answer with aid questions about key details FL.ELA.K.R.1.1 With prompting and support, ask and answer questions about a story's key details (e.g., what is the cow doing in Goodnight Moon?)	<ul style="list-style-type: none"> Describe Characters Find an Answer, Sum Up, Five Ws Look at Details 	<ul style="list-style-type: none"> Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> 21 stories with discussion questions to build comprehension

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Reading: Reading Prose and Poetry <i>continued</i>		
Identify major events in a story with support FL.ELA.K.R.1.1 With prompting and support, identify and retell major events including beginning, middle, and end of a story	<ul style="list-style-type: none"> • What Comes Next? • Find an Answer, • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
Reading: Reading Informational Text		
Use strategies with aid to understand text FL.ELA.K.R.2.1 With assistance, confirm or correct understanding of a text by using illustrations and other strategies (e.g., looking back, checking for clues)	<ul style="list-style-type: none"> • Print Concepts • Peek at the Story • Rusty and Rosy's Clues 	
Retell key details of text with support FL.ELA.K.R.2.2 With prompting and support, retell key details of an informational text	<ul style="list-style-type: none"> • Sum Up: Five W's • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next? • Informational Books (See titles at end of document.) 	<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
Compare with aid two people / ideas / events / facts FL.ELA.K.R.2.2 With prompting and support, tell how two individuals, events, ideas, or facts in an informational text are alike or different	<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 	<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
Reading: Reading Across Genres		
Retell key details of text with support FL.ELA.K.R.3.2.B With prompting and support, retell key details of an informational 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 	<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

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Reading: Reading Across Genres <i>continued</i>		
<p>Identify senses to which descriptions appeal FL.ELA.K.R.3.1 Identify the senses to which specific words or descriptions appeal</p>	<ul style="list-style-type: none"> Songs: Adjectives Describe; Adverbs 	
<p>Identify major events in a story with support FL.ELA.K.R.3.2.A With prompting and support, identify and retell major events including beginning, middle, and end of a story</p>	<ul style="list-style-type: none"> Describe Characters Sum Up: Five W's 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"> 11 stories with discussion ideas to build comprehension
<p>Retell stories including key events and details FL.ELA.K.R.3.2.A Retell familiar stories with prompting and support including key events and details</p>	<ul style="list-style-type: none"> Describe Characters Sum Up: Five W's 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"> 11 stories with discussion ideas to build comprehension
Vocabulary: Finding Meaning		
<p>Explain differences in similar action words FL.ELA.K.V.1.3 Explain or act out the differences in the meanings of words that can describe the same general action (e.g., go, walk, march, strut, prance)</p>	<ul style="list-style-type: none"> Songs: Verbs; Synonym Tree Verbs Synonyms 	
<p>Use acquired vocabulary FL.ELA.K.V.1.1 Use vocabulary acquired from listening, conversing, reading, and responding to texts</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>	

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary: Finding Meaning <i>continued</i>		
<p>Apply context clues to recognize vocabulary</p> <p>FL.ELA.K.V.1.1</p> <p>Apply foundational skills to recognize vocabulary in context (e.g., use context clues such as illustrations, sounding out)</p>	<ul style="list-style-type: none"> Song: Look For a Clue Rusty and Rosy's Clues 	<ul style="list-style-type: none"> Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>Use affixes with support to predict word meaning</p> <p>FL.ELA.K.V.1.2</p> <p>Use frequently occurring inflections (e.g., -ing, -ed, -s) and affixes with prompting and support to predict the meanings of unfamiliar words (e.g., use the inflectional ending to determine that birds means more than one bird)</p>	<ul style="list-style-type: none"> Songs: More Than One; Put It At the Front; Put It At the End Prefixes Suffixes 	
<p>Ask / answer questions to clarify word meaning</p> <p>FL.ELA.K.V.1.2</p> <p>Ask and answer questions to clarify the meanings of words when listening to literary texts, and apply foundational skills and strategies when encountering new vocabulary (e.g., use context clues, apply decoding strategies)</p>	<ul style="list-style-type: none"> Song: Look for a Clue Rusty and Rosy's Clues Mystery Words 	<ul style="list-style-type: none"> Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> Use-a-clue
<p>Apply a variety of skills to clarify new words</p> <p>FL.ELA.K.V.1.2</p> <p>Ask and answer questions to clarify the meanings of words when listening to informational texts, and apply foundational skills and strategies when encountering new vocabulary (e.g., use context clues, apply decoding strategies)</p>	<ul style="list-style-type: none"> Song: Look for a Clue Rusty and Rosy's Clues Mystery Words 	<ul style="list-style-type: none"> Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> Use-a-clue

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GRADE 1		
Foundational Skills: Print Concepts		
<p>Use parts of a book to find information</p> <p>FL.ELA.1.F.1.1</p> <p>Identify and use the parts of a book (e.g., covers, title page, table of contents, chapters, illustrations) to find information</p>	<ul style="list-style-type: none"> Print Concepts 	<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
Foundational Skills: Phonological Awareness		
<p>Blend phonemes to pronounce 1-syllable words</p> <p>FL.ELA.1.F.1.2.B</p> <p>Blend phonemes, including consonant blends, to pronounce single-syllable words (e.g., blend the sounds /s/ /e/ /d/ to produce sled)</p>	<ul style="list-style-type: none"> Song: Consonants Together Blend Phonemes Blend Onset/Rime Sounds Blending Blend Every Sound (Phonemes) Blending Dragon Blending Riddles Word Blending Find the Picture 	<ul style="list-style-type: none"> Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> Blending: Onset-Rime Phoneme Blending Sound Sense Bingo Cards
<p>Blend phonemes to pronounce 1-syllable words</p> <p>FL.ELA.1.F.1.2.C</p> <p>Blend phonemes, including consonant blends, to pronounce single-syllable words (e.g., blend the sounds /s/ /e/ /d/ to produce sled)</p>	<ul style="list-style-type: none"> Song: Consonants Together Blend Phonemes Blend Onset/Rime Sounds Blending Blend Every Sound (Phonemes) Blending Dragon Blending Riddles Word Blending Find the Picture 	<ul style="list-style-type: none"> Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> Blending: Onset-Rime Phoneme Blending Sound Sense Bingo Cards
<p>Segment 1-syllable spoken words into phonemes</p> <p>FL.ELA.1.F.1.2.A</p> <p>Segment single-syllable words into their component phonemes, including consonant blends, in sequence (e.g., segment glad into the sounds /g/ /l/ /a/ /d/)</p>	<ul style="list-style-type: none"> Phoneme Segmentation Letter Sound 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> Segmenting: First Phoneme Segmenting: Last Phoneme Phoneme Categorization Sound Sense Playing Cards

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonological Awareness <i>continued</i>		
Segment 1-syllable spoken words into phonemes FL.ELA.1.F.1.2.D Segment single-syllable words into their component phonemes, including consonant blends, in sequence (e.g., segment glad into the sounds /g/ /l/ /a/ /d/)	<ul style="list-style-type: none"> Phoneme Segmentation 	<ul style="list-style-type: none"> Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> Counting Individual Phonemes Phoneme Segmentation Sound Sense Playing Cards
Isolate and pronounce sounds in 1-syllable words FL.ELA.1.F.1.2.A Isolate and then pronounce the initial, medial, or final sound in single-syllable words including those with long vowels and consonant blends (e.g., what is the middle sound in goat?)	<ul style="list-style-type: none"> Where Is the Sound? Initial Sound Right Initial Sound Final Sound Right Final Sound Letter Sound Say and Trace Sound Room 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> Segmenting: First Phoneme Segmenting: Last Phoneme Phoneme Categorization Sound Sense Playing Cards
Isolate and pronounce sounds in 1-syllable words FL.ELA.1.F.1.2.B Isolate and then pronounce the initial, medial, or final sound in single-syllable words including those with long vowels and consonant blends (e.g., what is the middle sound in goat?)	<ul style="list-style-type: none"> Where Is the Sound? Initial Sound Right Initial Sound Final Sound Right Final Sound Letter Sound Say and Trace Sound Room 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> Segmenting: First Phoneme Segmenting: Last Phoneme Phoneme Categorization Sound Sense Playing Cards
Foundational Skills: Fluency		
Read grade-level sight words automatically FL.ELA.1.F.1.4.A Read grade-level sight words automatically (e.g., again, could, every)	<ul style="list-style-type: none"> Readable Books Traditional Tales (See titles at end of document.) Expression Instruction Power Words Word Mastery 	<ul style="list-style-type: none"> Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> Repeated Readings Fluency Check Sheets

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Fluency <i>continued</i>		
<p>Identify with guidance the purpose for reading FL.ELA.1.F.1.4 Identify with guidance the purpose for reading (e.g., for enjoyment, to learn something new), and show comprehension of on-level texts by answering questions after reading that reflect on the purpose (e.g., What parts of the story did you like? What did you learn?)</p>	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Power Words • Word Mastery 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Repeated Readings - Fluency Check Sheets
<p>Read independently for a sustained period FL.ELA.1.F.1.4 Read independently with comprehension in first-grade-appropriate texts for a sustained period of time, and participate in whole- and small-group guided reading</p>	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Power Words • Word Mastery 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Repeated Readings - Fluency Check Sheets
<p>Read aloud first-grade text fluently FL.ELA.1.F.1.4 Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet first-grade benchmarks</p>	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Power Words • Word Mastery 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Repeated Readings - Fluency Check Sheets
<p>Read aloud with appropriate expression FL.ELA.1.F.1.4 Read on-level texts aloud with appropriate expression (e.g., moving from word-by-word reading to fewer pauses between words and pausing between sentences)</p>	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Power Words • Word Mastery 	<ul style="list-style-type: none"> • Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Repeated Readings - Fluency Check Sheets

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis		
<p>Isolate and identify initial consonant blends FL.ELA.1.F.1.3.C Isolate, identify, and distinguish initial consonant blends to decode regularly spelled words (e.g., pick the word that starts with /bl/ from choices block, brew, book)</p>	<ul style="list-style-type: none"> Song: Consonants Together Initial Sound Right Initial Sound Letter Sound Say and Trace Sound Room 	<ul style="list-style-type: none"> Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> Blending: Onset-Rime Phoneme Blending Sound Sense Bingo Cards
<p>Match spellings / sounds for consonant digraphs FL.ELA.1.F.1.3.A Recognize and identify the spelling-sound correspondences for common consonant digraphs in words (e.g., pick the word that has /sh/ from choices saw, wash, have)</p>	<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"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash
<p>Identify rimes using sound-symbol correspondence FL.ELA.1.F.1.3.C Use sound-symbol correspondence to identify rimes</p>	<ul style="list-style-type: none"> Blending Dragon Blending Riddles Word Patterns Pattern Hunt 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash
<p>Identify spellings of medial vowel CVCe phonemes FL.ELA.1.F.1.3.F Identify common spellings of medial long vowel CVCe phonemes in spoken words (e.g., plane has the same middle vowel sound as make)</p>	<ul style="list-style-type: none"> Song: Sneaky Magic E Word Mastery Key Word Match Pattern Hunt Word Construction Word Pattern Spelling 	<ul style="list-style-type: none"> Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> Pattern Word Building Word Study Introduction Spelling

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
<p>Decode 1-syllable words using short vowel sounds</p> <p>FL.ELA.1.F.1.3.C</p> <p>Decode regularly spelled single-syllable grade-level words by identifying short vowel sounds (e.g., read the words cup, nap, and man; cup has the same middle vowel sound as run)</p>	<ul style="list-style-type: none"> Songs: Consonants Together; C and G; Key Words Word Mastery Letter Sound Name That Sound Key Word Match Pattern Hunt Spell and Blend Word Construction Word Pattern Spelling Say and Trace 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Pattern Word Blending Consonant Blending Pattern Word Building Digraphs:-tch, ch Pattern Word Games Reading Tricks Word Building Activity Letter Cards Key Word Cards
<p>Decode regularly spelled grade-appropriate words</p> <p>FL.ELA.1.F.1.3.C</p> <p>Decode regularly spelled grade-appropriate words (e.g., pick the word last from last, list, lost)</p>	<ul style="list-style-type: none"> Songs: Consonants Together; Sneaky Magic E; C and G; Key Words Word Mastery Letter Sound Name That Sound Key Word Match Pattern Hunt Spell and Blend Word Construction Word Pattern Spelling Say and Trace 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Pattern Word Blending Consonant Blending Pattern Word Building Digraphs:-tch, ch Pattern Word Games Reading Tricks Word Building Activity Letter Cards Key Word Cards
<p>Identify the CVCe pattern in a word</p> <p>FL.ELA.1.F.1.3.F</p> <p>Decode words by identifying the correctly spelled CVCe pattern in a word from a spoken sentence (e.g., read the words drive, drove, and dove and recognize that drove is the correct spelling of the word)</p>	<ul style="list-style-type: none"> Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side Key Word Match Word Construction Word Pattern Pattern Hunt Word Blending Word Mastery Games Mystery Words 	<ul style="list-style-type: none"> Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> Pattern Word Building Word Study Introduction Spelling

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
<p>Identify long vowel sounds to decode words</p> <p>FL.ELA.1.F.1.3.F</p> <p>Identify long vowel sounds using common vowel team spellings in order to decode single-syllable words (e.g., pick the word with the same middle vowel sound as meat from feel, bed, and let)</p>	<ul style="list-style-type: none"> Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side Key Word Match Word Construction Word Pattern Pattern Hunt Word Blending Word Mastery Games Mystery Words 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones Readable Check Sheets
<p>Decode words by chunking into syllables</p> <p>FL.ELA.1.F.1.3.E</p> <p>Decode words with blends and digraphs by chunking them into syllables</p>	<ul style="list-style-type: none"> Song: Compound Words Compound Words Syllables Syllable Safari Take Away Syllables 	<ul style="list-style-type: none"> Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> Reading Trick: Key Word Match Reading Trick: Pattern Hunt Reading Trick: Mystery Word
<p>Decode grade-appropriate 2-syllable compounds</p> <p>FL.ELA.1.F.1.3.E</p> <p>Decode grade-appropriate two-syllable compounds (e.g., bedtime)</p>	<ul style="list-style-type: none"> Song: Compound Words Compound Words Syllables Syllable Safari Take Away Syllables 	<ul style="list-style-type: none"> Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> Reading Trick: Key Word Match Reading Trick: Pattern Hunt Reading Trick: Mystery Word
<p>Read familiar base words with common inflections</p> <p>FL.ELA.1.F.1.3.D</p> <p>Identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es) to read grade-appropriate words</p>	<ul style="list-style-type: none"> Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED Suffixes Comparatives 	<ul style="list-style-type: none"> Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> Pattern Word Building: Double the Letter Language Concept: Plural Nouns

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Prose and Poetry		
<p>Answer simple questions about key details FL.ELA.1.R.1.1 Ask and answer simple questions about a story's key details (e.g., who, what, where, when, why, and how questions)</p>	<ul style="list-style-type: none"> 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
<p>Understand how various reading materials differ FL.ELA.1.R.1.1 Understand the general differences among various print and digital materials (e.g., storybooks, fairy tales, informational books, newspapers, websites)</p>	<ul style="list-style-type: none"> Traditional Tales Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Information vs. Story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> Text Type Activity—Narrative Text Text Type Activity—Informational Text How to Grow a Garden
<p>Describe key events in a story using key details FL.ELA.1.R.1.1 Describe major events in a story using key details from the text</p>	<ul style="list-style-type: none"> 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
<p>Make predictions and confirm using key words FL.ELA.1.R.1.1 Make predictions about what will happen next and confirm predictions by using key words (e.g., next, then)</p>	<ul style="list-style-type: none"> Peek at the Story/Check My Guess What Comes Next? Sum Up: Remember Order Sum Up: Five Ws 	
Reading: Reading Informational Text		
<p>Ask and answer 5W questions in text FL.ELA.1.R.2.2 Ask and answer simple questions about key details in an informational text (e.g., who, what, where, when, why, and how questions)</p>	<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"> Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> Vocabulary Match: Islands and Volcanoes Vocabulary Match: Tornadoes

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Informational Text <i>continued</i>		
<p>Compare various informational materials FL.ELA.1.R.2.2 Describe the general differences between various informational materials (e.g., informational books, newspapers, websites)</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>Use pictures and words to comprehend key details FL.ELA.1.R.2.1 Use information from the illustrations and words in an informational text to comprehend its key details</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>Use pictures and words to comprehend key details FL.ELA.1.R.2.3 Use information from the illustrations and words in an informational text to comprehend its key details</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>Use parts of a book to find information FL.ELA.1.R.2.1 Identify and use the parts of a book (e.g., covers, title page, table of contents, chapters, illustrations) to find information</p>	<ul style="list-style-type: none"> Reading Detective (Build Vocabulary) Informational Books, (See titles at end of document.) 	<ul style="list-style-type: none"> Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> How to Grow a Garden
Reading: Reading Across Genres		
<p>Identify sensory words / phrases in literary text FL.ELA.1.R.3.1 Identify words or phrases in literary texts that appeal to the senses or suggest feelings</p>	<ul style="list-style-type: none"> Songs: Adjectives Describe; Preposition Ship; Adverbs Adjectives Adverbs 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

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary: Finding Meaning		
<p>Read familiar base words with common inflections FL.ELA.1.V.1.2 Identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es) to read grade-appropriate words</p>	<ul style="list-style-type: none"> Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End; Large, Larger, Largest; It Happened Yesterday Double the Fun Prefixes Suffixes 	<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
<p>Use strategies to verify word meaning in context FL.ELA.1.V.1.3 With assistance, confirm or correct understanding of a word in context through the use of illustrations, phonics (e.g., sounding out words, especially initial and final letters), and by applying repair strategies (e.g., slowing reading pace and/or asking questions)</p>	<ul style="list-style-type: none"> Song: Look for a Clue Rusty and Rosy's Clues Reading Detective (Build Vocabulary) Build Knowledge 	<ul style="list-style-type: none"> Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> Can Matilda Get the Cheese? What Is in the Tree? Will You Play with Me?
<p>Use acquired vocabulary including conjunctions FL.ELA.1.V.1.1 Use vocabulary acquired from listening, conversing, reading, and responding to texts including high-frequency conjunctions to indicate simple relationships (e.g., because to show causal relationships; but to show contrast)</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>	<ul style="list-style-type: none"> Using Words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). <ul style="list-style-type: none"> Conjunctions New Words and Phrases
<p>Use knowledge of word parts to define words FL.ELA.1.V.1.2 Use knowledge of frequently occurring affixes (e.g., un-, re-), base words, and their inflectional forms (e.g., look + -ing) as clues to the meanings of words (e.g., unhappy, looking)</p>	<ul style="list-style-type: none"> Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End Large, Larger, Largest; It Happened Yesterday Double the Fun Prefixes Suffixes 	<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

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary: Finding Meaning <i>continued</i>		
Engage strategies to clarify word meaning FL.ELA.1.V.1.3 Use sentence-level context clues, illustrations, and foundational skills to determine or clarify the meanings of unfamiliar words in grade-appropriate texts	<ul style="list-style-type: none"> Song: Look for a Clue Rusty and Rosy's Clues Reading Detective (Build Vocabulary) Build Knowledge 	<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?
Name antonyms for common grade-appropriate words FL.ELA.1.V.1.1 Name antonyms for grade-appropriate, frequently used words (e.g., before/after) in isolation or in context	<ul style="list-style-type: none"> Song: Antonym Ant Antonyms Opposites 	<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
GRADE 2		
Foundational Skills: Fluency		
Identify purpose for reading on-level texts FL.ELA.2.F.1.4 Identify purpose for reading (e.g., for enjoyment, to answer a question) and comprehend on-level texts demonstrated by rereading favorite parts to self or other audience or by answering pre-reading questions	<ul style="list-style-type: none"> Print Concepts Read-Along Books Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> Fluency Check Sheets
Read regularly and independently FL.ELA.2.F.1.4 Read regularly and independently in second-grade-appropriate texts for sustained periods of time, increasing speed, stamina, and comprehension	<ul style="list-style-type: none"> Expression: Phrases; Quotations; Questions; Pauses; Exclamations Read-Along Books Informational Books Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> Fluency Check Sheets

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Fluency <i>continued</i>		
Read aloud second-grade text fluently FL.ELA.2.F.1.4 Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet second-grade benchmarks	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets
Read with increasing fluency and expression FL.ELA.2.F.1.4 Read on-level texts aloud with increasing smoothness and appropriate expression (e.g., using different voices for different characters)	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets
Foundational Skills: Phonics and Word Analysis		
Identify vowel teams pronounced multiple ways FL.ELA.2.F.1.3.A Use knowledge of multiple pronunciations of vowel team spelling patterns to decode associated words (e.g., read, bread; hear, learn; pie, piece)	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Spelling Exploration • Word Recognition 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones - Readable Check Sheets
Decode words with long vowel digraphs FL.ELA.2.F.1.3.B Decode words with long vowel digraphs (e.g., pick the word need: nede, nead, need) and isolate the spelling pattern used (e.g., pick the vowel team that spells the long a sound in tail: ae, ai, au)	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Spelling Exploration • Word Recognition 	<ul style="list-style-type: none"> • Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> - Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones - Readable Check Sheets

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
<p>Decode grade-appropriate words with diphthongs</p> <p>FL.ELA.2.F.1.3.A</p> <p>Decode grade-appropriate words with diphthongs (e.g., read the words prize, poor, and point and recognize that point has the /oi/ sound)</p>	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Spelling Exploration Word Recognition 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones Readable Check Sheets
<p>Decode words with diphthongs</p> <p>FL.ELA.2.F.1.3.A</p> <p>Decode words with diphthongs and isolate the spelling patterns used (e.g., read the words brown, broun, and brawn, and understand that brown is the correct spelling)</p>	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Spelling Exploration Word Recognition 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones Readable Check Sheets
<p>Decode words with variant vowel teams</p> <p>FL.ELA.2.F.1.3.A</p> <p>Identify spelling patterns for variant vowel teams and decode words (e.g., pick the word with the /ū/ sound [as /oo/ in smooth] from choices luck, food, rope)</p>	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Spelling Exploration Word Recognition 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones Readable Check Sheets
<p>Read and spell words with inconsistent patterns</p> <p>FL.ELA.2.F.1.3.E</p> <p>Decode, read, and spell words with inconsistent but common spelling patterns (e.g., ph, wr, kn, gh, igh, ight, eigh, ough, ought)</p>	<ul style="list-style-type: none"> Songs: P-H and G-H Say Fff; Silent Letters (K and G); Silent Letters (G-H); Silent Letters (W); Where Is a Whale? 	<ul style="list-style-type: none"> Inconsistent words.pdf: Identify words with inconsistent but common spelling-sound correspondences. <ul style="list-style-type: none"> Spelling and Sounds Activity

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
<p>Decode multisyllable grade-level words</p> <p>FL.ELA.2.F.1.3.B</p> <p>Use knowledge of regularly spelled syllable patterns to decode multisyllable grade-level words (e.g., read a word such as even by picking the correct syllable breaks)</p>	<ul style="list-style-type: none"> • Word Recognition • Automatic Word Recognition • Power Words • Readable Books • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> - Fluency Check Sheets
<p>Decode words with common affixes / base words</p> <p>FL.ELA.2.F.1.3.D</p> <p>Decode words with common affixes (e.g., un-, re-, over-, -er, -est) and familiar base words</p>	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Prefixes • Suffixes • Comparatives • Change Y to I 	<ul style="list-style-type: none"> • Prefix and suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb - Prefixes - Suffixes
Reading: Reading Prose and Poetry		
<p>Use key details to describe characters</p> <p>FL.ELA.2.R.1.1</p> <p>Describe major and minor characters and their traits using key details</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Map the Story • Peek at the Story • Check My Guess 	<ul style="list-style-type: none"> • Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 27 Online books to demonstrate understanding characters, setting, and plot.
<p>Describe overall structure of a story</p> <p>FL.ELA.2.R.1.1</p> <p>Describe the overall structure of a story including what is introduced in the beginning and what is resolved at the end</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Sum Up: Remember Order • Map the Story • Peek at the Story • Check My Guess 	<ul style="list-style-type: none"> • Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 27 Online books to demonstrate understanding characters, setting, and plot.

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Prose and Poetry <i>continued</i>		
Describe how characters respond to events FL.ELA.2.R.1.1 Describe how characters respond to major events and challenges (e.g., how does the character solve the problem?)	<ul style="list-style-type: none"> Books: Why Wind and Water Fight; Three Billy Goats Gruff Describe Characters Compare Characters Sum Up: Remember Order Map the Story Peek at the Story Check My Guess 	<ul style="list-style-type: none"> Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> 27 Online books to demonstrate understanding characters, setting, and plot.
Determine central message / moral of stories FL.ELA.2.R.1.2 Determine the central message or moral of poems and stories such as fables or folktales from diverse cultures, and connect themes to life experiences	<ul style="list-style-type: none"> Read-Along Books Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Moral of the Story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> Why Wind and Water Fight The Snow Lion How Rivers Began The Story of Tong and Mai Nhia
Identify and describe effect of patterns in texts FL.ELA.2.R.1.4 Identify patterns of rhythm, rhyme, repetition, and alliteration in stories, poems, or songs, and describe their effect on the reader	<ul style="list-style-type: none"> Books: Poetry Books 1 and 2; Bad News Shoes; Ooey, Gooney Mud; Movin' to the Music Time; Bandage Bandit; Rocks In My Socks 	
Reading: Reading Informational Text		
Use text features to confirm words in context FL.ELA.2.R.2.1 Confirm or correct understanding of a word in context through the use of various text features (e.g., illustrations, bold print, glossaries), phonics (e.g., sounding out words, especially initial and final letters), and by applying repair strategies (e.g., slowing reading pace and/or rereading aloud)	<ul style="list-style-type: none"> Song: Look For a Clue Rusty and Rosy's Clues 	<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

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Informational Text <i>continued</i>		
<p>Ask / answer 5W questions in informational text</p> <p>FL.ELA.2.R.2.2</p> <p>Ask and answer who, what, where, when, why, and how questions about key details in an informational text</p>	<ul style="list-style-type: none"> Sum Up: Five W's Map the Story Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> 52 Online books to practice strategies for understanding.
<p>Identify what key details explain in text</p> <p>FL.ELA.2.R.2.2</p> <p>Locate key details in an informational text and determine what they describe or explain</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>Identify topic / subtopics of text / paragraphs</p> <p>FL.ELA.2.R.2.2</p> <p>Identify the topic of an informational text as a whole and identify the subtopics of paragraphs</p>	<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
<p>Use text features to locate information</p> <p>FL.ELA.2.R.2.1</p> <p>Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information efficiently</p>		<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

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Informational Text <i>continued</i>		
<p>Describe how some events lead to other events FL.ELA.2.R.2.2 When reading historical, scientific, and technical texts, describe how some events lead to other events and how actions have consequences/reactions</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>Identify the author's description or response FL.ELA.2.R.2.3 Identify what the author wants to describe or explain, or what question the author is answering in an informational text</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>Describe how author supports points made in text FL.ELA.2.R.2.4 Describe how the reasons an author gives support the 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
Reading: Reading Across Genres		
<p>Ask / answer 5W questions in literary text FL.ELA.2.R.3.2.A Ask and answer who, what, where, when, why, and how questions about key details in a literary text</p>	<ul style="list-style-type: none"> Sum Up: Five W's Map the Story Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> 52 Online books to practice strategies for understanding.

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Across Genres <i>continued</i>		
<p>Identify what key details explain in text FL.ELA.2.R.3.2.B Locate key details in an informational text and determine what they describe or explain</p>	<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
<p>Compare genres of poetry, plays, and fiction FL.ELA.2.R.3.3 Explain the differences between genres including poetry, plays, and fiction (e.g., stories, folktales)</p>	<ul style="list-style-type: none"> Traditional Tales Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Information vs. Story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> Text Type Activity—Narrative Text Text Type Activity—Informational Text How to Grow a Garden
<p>Identify the use / meaning of figurative language FL.ELA.2.R.3.1 Identify the use, and meaning, of figurative language in prose and poetry (e.g. 'as fast as lightning')</p>	<ul style="list-style-type: none"> Songs: Adjectives Describe; Preposition Ship; Adverbs Adjectives Adverbs 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
<p>Identify and describe effect of patterns in texts FL.ELA.2.R.3.1 Identify patterns of rhythm, rhyme, repetition, and alliteration in stories, poems, or songs, and describe their effect on the reader</p>	<ul style="list-style-type: none"> Books: Bad News Shoes; I Hate Peas; Movin' to the Music; Rocks In My Socks 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

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Across Genres <i>continued</i>		
<p>Identify topic / subtopics of text / paragraphs FL.ELA.2.R.3.2.B Identify the topic of an informational text as a whole and identify the subtopics of paragraphs</p>	<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
<p>Compare different versions of similar stories FL.ELA.2.R.3.3 Compare and contrast two or more versions of the same or similar stories such as those by different authors or from different cultures (e.g., describe the similarities and differences between the French story "The Sleeping Beauty" by Charles Perrault and the German story "Little Briar Rose" by the Brothers Grimm)</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 Narrative.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>Compare key points made in texts on same topic FL.ELA.2.R.3.3 Compare and contrast the most important points presented in informational 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
Vocabulary: Finding Meaning		
<p>Read irregularly spelled words automatically FL.ELA.2.V.1.1 Recognize and automatically read grade-appropriate irregularly spelled words (e.g., answer, beautiful)</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary: Finding Meaning <i>continued</i>		
<p>Decode words with common affixes / base words FL.ELA.2.V.1.2 Decode words with common affixes (e.g., un-, re-, over-, -er, -est) and familiar base words</p>	<ul style="list-style-type: none"> Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words Comparatives Prefixes Suffixes 	<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
<p>Use acquired vocabulary including descriptives FL.ELA.2.V.1.1 Use vocabulary acquired from listening, conversing, reading, and responding to texts including descriptive adjectives and adverbs (e.g., beautiful, quickly, slowly)</p>	<ul style="list-style-type: none"> Songs: Adjectives Describe; Adverbs Adjectives Adverbs 	
<p>Use root words to decode / predict word meaning FL.ELA.2.V.1.2 Use knowledge of grade-appropriate roots to decode and predict the meanings of unfamiliar words (e.g., dinner, dine, diner)</p>	<ul style="list-style-type: none"> Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words Comparatives Prefixes Suffixes 	<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
<p>Determine meaning of homophones / homographs FL.ELA.2.V.1.3 Identify and use homophones (e.g., know/no, hear/here) and homographs/ multiple-meaning words (e.g., point, safe) and determine their meanings in grade-appropriate texts using sentence context or prior knowledge of spellings</p>	<ul style="list-style-type: none"> Songs: Homophone Monkey; There, Their, They're; To, Too, Two Homophones Edit Tricky Spellings 	<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.

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

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

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CONTINUAL DEVELOPMENT

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