

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*Missouri Priority
Standards for
Leveraging
Learning
in English
Language Arts
2021*

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

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LEVERAGING LEARNING IN GRADE K ENGLISH LANGUAGE ARTS		
Reading (Literary and Informational)		
K.R.1.A With assistance, develop and demonstrate reading skills in response to read-alouds by:		
b. asking and responding to questions about texts read aloud	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key Details Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension
K.R.1.B With assistance, develop an understanding of vocabulary.		
e. using words and phrases acquired through conversations, reading and being read to, and responding to texts	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
K.R.1.D Read independently for sustained periods of time by:	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books 	<ul style="list-style-type: none"> • Group reading activities.pdf: All activities, provide opportunities for engagement in group reading.
K.R.2.A With assistance, read, infer and draw conclusions using fiction texts including poetry and drama.		
a. identify elements of a story, including setting, character, and key events	<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"> - 21 stories with suggested discussions to identify characters, settings, or major events
K.R.3.A With assistance, read, infer and draw conclusions using text features in nonfiction texts.		
a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations	<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

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.R.3.C With assistance, read, infer and draw conclusions using text structures in nonfiction texts.		
c. name the main topic and recall key details of the 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
Foundational Skills		
K.RF.1.A Develop print awareness in the reading process.		
a. identifying all upper- and lowercase letters	<ul style="list-style-type: none"> • ABC Songs • Letters Introduction • Letter Match • Pick the Letter • Fast Letter Fun • Hidden Letters • Letter Pictures • Find the Letter • Name That Letter • Name Game 	<ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
c. demonstrating that books are read left to right, top to bottom	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> • Following words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> - Print Directionality
f. demonstrating one to-one correspondence between spoken words and written words	<ul style="list-style-type: none"> • Letters Make Words 	<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

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.RF.2.A Develop phonemic awareness in the reading process.		
a. identifying sounds in spoken words	<ul style="list-style-type: none"> • Blend Every Sound (Phonemes) • Blend Phonemes • Phoneme Segmentation • Initial Sounds • Right Initial Sound • Final Sound • Where Is the 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
b. producing rhymes in response to spoken words	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Rhyming words.pdf: Recognize and produce rhyming words. - Change the Rhyme - Rhyming Riddles - "Down by the Bay" - Rhyme Match - Rhyming Bingo - Sound Sense Cards
c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Rhyming words.pdf: Recognize and produce rhyming words. - Change the Rhyme - Rhyming Riddles - "Down by the Bay" - Rhyme Match - Rhyming Bingo - Sound Sense Cards
e. blending spoken onsets and rimes to form simple words	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blending Riddles • Blending Dragon • Blend Every Sound (Phonemes) • Blend Phonemes 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. - Blending: Onset-Rime 1 - Blending: Onset-Rime 2
f. blending spoken phonemes to form one -syllable words	<ul style="list-style-type: none"> • Blend Every Sound (Phonemes) • Blend Phonemes Instruction • Blending Riddles • Blend Phonemes • Find the Picture 	

MISSOURI PRIORITY STANDARDS FOR LEVERAGING LEARNING IN ENGLISH LANGUAGE ARTS 2021

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.RF.2.A Develop phonemic awareness in the reading process <i>continued</i>.		
g. isolating the initial, medial , and final sounds in spoken words	<ul style="list-style-type: none"> • Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? • Stick 'n' Spell 	<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
h. segmenting spoken words into two or three phonemes	<ul style="list-style-type: none"> • Phoneme Segmentation 	<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
K.RF.2.A Develop phonics in the reading process.		
a. producing and writing letter(s) for most short vowel and consonant sounds	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace • Letters Introduction • Similarities and Differences in Letters • Letter Match 	<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
b. reading high frequency words	<ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words 	
c. blending letter sounds to decode simple words	<ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) • Blending Dragon • Blend Every Sound 	
d. recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words	<ul style="list-style-type: none"> • Circus Clown Climbers • Barnyard Bash 	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Writing		
K.W.2.A With assistance, draw/write opinion texts.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<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...). - Write With Me
K.W.2.B With assistance, draw or write informative/ explanatory texts.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<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. - Fawn Eyes - A Story in the Snow
K.W.2.C With assistance, draw and/or write fiction or non-fiction narratives and poems.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<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. - The Germs - Lumpy Mush
Language		
K.L.1.A In written text, apply standard English grammar.		
d. demonstrate the use of 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. - Making Up Sentences
K.L.1.B In written text: apply punctuation, capitalization, and spelling.		
a. print in upper- and lowercase letters	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace • Letters Introduction • Similarities and Differences in Letters • Letter Match 	<ul style="list-style-type: none"> • Printing upper and lowercase.pdf: Print many upper and lowercase letters. - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.L.1.B In written text: apply punctuation, capitalization, and spelling <i>continued</i>.		
b. recognize that a sentence ends with punctuation marks	<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
d. capitalize first word in a sentence	<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
Speaking and Listening		
K.SL.3.A Speak clearly using conventions of language when presenting individually or with a group.		
c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media	<ul style="list-style-type: none"> Science Investigation Sum Up: Remember Order 	<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, Goopy Mud The Alligator in the Library Lost Socks Moving Day Mine
LEVERAGING LEARNING IN GRADE 1 ENGLISH LANGUAGE ARTS		
Reading (Literary and Informational)		
1.R.1.A Develop and demonstrate comprehension skills in response to reading texts and read-alouds.		
c. seeking clarification and locating facts and details about stories and other texts	<ul style="list-style-type: none"> Reading Detective (Build Vocabulary) Describe Characters Recall Details Sum Up: Five Ws Sum Up: Remember Order Traditional Tales (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 Describe the Story 1.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

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1.R.1.A Develop and demonstrate comprehension skills in response to reading texts and read-alouds <i>continued</i>.		
d. retelling main ideas in sequence including key details	<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
1.R.1.B Develop an understanding of vocabulary.		
b. identifying common root words and their inflectional endings	<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
i. using words and phrases acquired through conversations, reading and being read to, and responding to texts	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
Read independently for multiple purposes over sustained periods of time.	<ul style="list-style-type: none"> • Traditional Tales • Readable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Informational Reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1. <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
1.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama		
a. describe characters, setting, problem, solution, and events in logical sequences	<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 2.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama <i>continued</i>.		
b. describe the main idea of a story	<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
g. compare and contrast 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
1.R.3.A Read, infer and draw conclusions using text features in nonfiction texts.		
b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words	<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
c. use text features to locate specific information in text	<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
1.R.3.C Read, infer and draw conclusions using text structures in nonfiction texts.		
b. identify main ideas and provide supporting details	<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

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills		
1.RF.2.A Develop phonemic awareness in the reading process.		
a. producing and identifying sounds and syllables in spoken words	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Blend Every Sound (Phonemes) • Blend Phonemes • Where Is the Sound? 	
b. distinguishing between long and short vowel sounds	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald Has Some Vowels; Apples and Bananas; Eensy, Weensy Mouse 	<ul style="list-style-type: none"> • Long vs. Short Vowel Sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed	<ul style="list-style-type: none"> • Phoneme Eliminator • One, Two, Three Sounds • Phoneme Substitution 	
d. blending spoken phonemes to form one - or two - syllable words including consonant blends	<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
e. segmenting spoken words of three to five phonemes into individual phonemes	<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

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.RF.3.A Develop phonics in the reading process.		
a. decoding words in context by using letter-sound knowledge	<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"> • Spelling-sound Correspondences.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
b. identifying letters for the spelling of short and long vowels	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side; Old MacDonald Has Some Vowels; Apples and Bananas Vowel Song • 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
c. producing consonant blends	<ul style="list-style-type: none"> • Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows • Blend Phonemes 	<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 - Sounds Fun!
d. producing consonant digraphs	<ul style="list-style-type: none"> • Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows • Blend Phonemes 	<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 - Sounds Fun!

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.RF.3.A Develop phonics in the reading process <i>continued</i>.		
e. combining sounds from letters and common spelling patterns to create and decode recognizable words	<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"> • Spelling-sound Correspondences.pdf.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
f. using syllabication patterns to decode words	<ul style="list-style-type: none"> • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types 	<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; Pattern Hunt; Mystery Word
j. reading high-frequency words	<ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words 	
Writing		
1.W.1.B Appropriate to genre type, develop a draft from prewriting.	<ul style="list-style-type: none"> • Prewrite • Writing Introduction 	<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).
1.W.1.C Reread, revise and edit drafts with assistance from adults/peers.		<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)

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Writing <i>continued</i>		
1.W.2.A Write opinion texts.		<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
1.W.2.B Write informative/explanatory texts.		<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
1.W.2.C Write fiction or nonfiction narratives and poems.		<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
1.W.3.A With assistance, apply research process to use information from a variety of sources.		
c. gather personal and natural evidence from available sources as well as from interviews with local experts	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • Build Knowledge 	<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"> - Prewriting • 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).
Language		
1.L.1.A In written text, apply standard English grammar.		
g. produce complete simple and compound sentences	<ul style="list-style-type: none"> • Songs: 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

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.L.1.B In written text, apply punctuation, capitalization and spelling.		
b. use ending punctuation	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks • Name That Sentence Mark • 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
c. capitalize the first letter of others' first and last names	<ul style="list-style-type: none"> • Songs: Capital Letters (Proper Nouns) • Edit Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> - Capitalization
Speaking and Listening		
1.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group.		
c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions	<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
LEVERAGING LEARNING IN GRADE 2 ENGLISH LANGUAGE ARTS		
Reading (Literary and Informational)		
2.R.1.A Develop and demonstrate comprehension-reading skills in response to text.		
c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Compare Characters • Map the Story • 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.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. - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.R.1.A Develop and demonstrate comprehension-reading skills in response to text <i>continued</i>.		
d. retelling a story’s beginning, middle, and end and determining its central message, lesson, or moral	<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
2.R.1.B Develop an understanding of vocabulary.		
a. using prefixes, root words, and suffixes to determine the meaning of words	<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
c. using context to determine the meaning of a new word or multiple meaning word in text	<ul style="list-style-type: none"> • Song: Use a Clue • Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story 	
h. using conversational, general academic, and domain specific words and phrases	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.R.1.B Develop an understanding of vocabulary <i>continued</i>.		
<p>Read independently for multiple purposes over sustained periods of time.</p>	<p>Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.</p>	<ul style="list-style-type: none"> • Stories and Poetry.pdf: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <ul style="list-style-type: none"> - Literature Exploration - Poetry Exploration - My Comprehension Checklist - Comprehension Dice Game - Five Finger Retell - Read, Stop, Look, Write • Reading with Understanding.pdf: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama.		
<p>a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson</p>	<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.
<p>b. describe the main characters in works of fiction, including their traits, motivations, and feelings</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 are Characters 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>d. describe cause and-effect relationships</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 are Characters 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

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama <i>continued</i>.		
f. compare and contrast the differences in points of view of characters and how stories are narrated	<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
2.R.3.A Read, infer and draw conclusions using text features in nonfiction texts.		
a. identify the main idea of sections of text and distinguish it from the topic	<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
2.R.3.C Read, infer and draw conclusions using text structures in nonfiction texts.		
a. explain main ideas and supporting details	<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
c. describe the connection between and identify problems and solutions	<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

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills		
2.RF.3.A Develop phonics in the reading process.		
a. decoding multisyllabic words in context by applying common letter sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs	<ul style="list-style-type: none"> • Decode Using the Six Syllable Types • Decode Multisyllabic Words • Word Recognition • Automatic Word Recognition • Power Words • Readable Books • Read-Along Books (See titles at end of document.) 	
c. decoding regularly spelled two syllable words with long vowels	<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"> - What's the Word? - Find a Word - Make a Word
h. using common syllable patterns to decode words including r-controlled vowels	<ul style="list-style-type: none"> • Song: Bossy Mr. R • Decode Using the Six Syllable Types • Identify r-Controlled Vowel 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
i. reading irregularly spelled high frequency words	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Words 	<ul style="list-style-type: none"> • Irregularly Spelled Words.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /ī/ - Lesson 2: /ō/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Writing		
2.W.1.B Appropriate to genre type, develop a draft from prewriting.	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft 	
Reread, revise, and edit drafts with assistance from adults/peers.	<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 	<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)
2.W.2.A Write opinion texts.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • First, Next, and Last • 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
2.W.2.B Write informative/explanatory texts.	<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 	<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
2.W.2.C Write fiction or nonfiction narratives and poems.	<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 	<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"> - 15 Story examples with suggestions for student writing.

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.W.3.A Apply research process to use information from a variety of sources.		
<p>d. gather evidence from available sources, literary and informational</p> <p>e. record basic information from literary and informational texts in simple visual format</p>	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • Science Investigation • Build Knowledge 	<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 • 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
Language		
2.L.1.B In written text, apply punctuation, capitalization and spelling.		
<p>c. use apostrophes correctly for contractions</p>	<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
<p>d. capitalize weeks, days, months, holidays</p>	<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
Speaking and Listening		
2.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group.		
<p>b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>		<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

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; Zig Zag

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](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.

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

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 Cat; 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

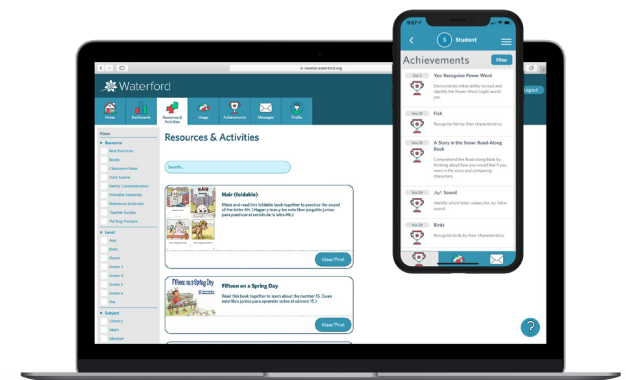
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).