

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*North Dakota
English
Language
Arts Content
Standards 2023*

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

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NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
FOUNDATIONS OF LITERACY		
Learners will apply foundational reading and writing skills by working with sounds, letters, and texts.		
Print Concepts (P)		
Learners will demonstrate knowledge of what books, print, and written language are and how they function.		
K.P.1 Recognize the front cover, back cover, author, and illustrator of books.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> - Fawn Eyes - What Is a Cloud? - Legs
K.P.2 Follow words from left to right, top to bottom, and page by page.	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
K.P.3 Recognize that sentences have letters, words, spaces between words, capitalization, and ending punctuation.	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks Letters Make Words 	<ul style="list-style-type: none"> Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> - Print Concepts Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - "I Like Kites" Punctuation Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> - "I Like Kites" Punctuation
K.P.4 Form uppercase and lowercase letters accurately.	<ul style="list-style-type: none"> Letter Pictures Letter Trace Alphabet Introduction 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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological and Phonemic Awareness (PA) Learners will accurately manipulate phonemes (sounds) in the spoken language.		
K.PA.1 Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • 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. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - “Down by the Bay” - Rhyme Match - Rhyming Bingo - Sound Sense Cards
K.PA.2 Segment parts of spoken words. a. Segment multisyllabic spoken words by syllables.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
b. Segment one-syllable spoken words into two-phonemes and three-phonemes.	<ul style="list-style-type: none"> • Phoneme Segmentation • 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/). <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards
K.PA.3 Blend parts of spoken words. a. Blend two or more syllables into a spoken word.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon 	
b. Blend two or three phonemes into a one-syllable spoken word.	<ul style="list-style-type: none"> • Blending • Blend Every Sound (Phonemes) • Blend Phonemes 	
K.PA.4 Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.	<ul style="list-style-type: none"> • Where is the Sound? • 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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Study (PW) Learners will decode, encode, and connect meaning to word parts and words.		
K.PW.1 Decode words with phoneme-grapheme correspondences: a. predictable consonants	<ul style="list-style-type: none"> Songs: Mama Squirrel Sound Song; Consonants; Consonants Together; C and G; P-H and G-H Say Fff; Sheep in the Shadows 	<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!
b. predictable short vowels spelled with a, i, o, u, e	<ul style="list-style-type: none"> Song: Apples and Bananas Vowel Song ABC Coloring: Aa, Ee, Ii, Oo, Uu Identify Short and Long Vowel Sounds Build CVC Syllable Words 	<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
c. long vowels associated with single letters in open one-syllable words	<ul style="list-style-type: none"> Six Syllable Types Spell Using the Six Syllable Types Decode Open Syllable Words Decode Open & Closed Syllable Words 	<ul style="list-style-type: none"> Major Vowels.pdf: Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <ul style="list-style-type: none"> Phonics and Word Recognition
d. 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
K.PW.2 Encode words with phoneme-grapheme correspondences: a. predictable consonants	<ul style="list-style-type: none"> Songs: Mama Squirrel Sound Song; Consonants; Consonants Together; C and G; P-H and G-H Say Fff 	<ul style="list-style-type: none"> Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> Spelling by Sound Activity
b. predictable short vowels	<ul style="list-style-type: none"> Song: Apples and Bananas Vowel Song ABC Coloring: Aa, Ee, Ii, Oo, Uu Identify Short and Long Vowel Sounds Build CVC Syllable Words 	<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
c. long vowels with single letters in open one-syllable words	<ul style="list-style-type: none"> Six Syllable Types Spell Using the Six Syllable Types Decode Open Syllable Words Decode Open & Closed Syllable Words 	<ul style="list-style-type: none"> Major Vowels.pdf: Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <ul style="list-style-type: none"> Phonics and Word Recognition

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Study (PW) Learners will decode, encode, and connect meaning to word parts and words <i>continued</i> .		
d. irregularly spelled high-frequency words	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Word Mastery • Power Words • Spelling Scramble 	<ul style="list-style-type: none"> • Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards
K.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words with taught phonics patterned words.	<ul style="list-style-type: none"> • Key Word Match • Word Pattern • Pattern Hunt • Word Blending 	<ul style="list-style-type: none"> • Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings
K.PW.4 Orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<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. <ul style="list-style-type: none"> - In the Rain - José Three - New Words and Phrase
Fluency (F) Learners will read with sufficient accuracy, rate, and expression to support comprehension.		
K.F.1 Accurately and automatically a. recognize and name all uppercase and lowercase letters of the alphabet in non-sequential order	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction • Letter Match • Pick the Letter • Fast Letter Fun • 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
b. produce the predictable consonant and short vowel sounds associated with uppercase and lowercase letters in non-sequential order	<ul style="list-style-type: none"> • Initial Sounds • Right Initial Sound • Final Sound • Right 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/). <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency (F) Learners will read with sufficient accuracy, rate, and expression to support comprehension <i>continued</i> .		
c. blend sounds at the word level	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blending Riddles • Blending Dragon • Blend Every Sound (Phonemes) • Blend 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"> - Blending: Onset-Rime 1 - Blending: Onset-Rime 2
COMMUNICATION Learners will organize and express ideas in a format appropriate for the audience and purpose, including collaborating, applying active listening skills, and presenting the information.		
Presentational Communication (PC) Learners will organize and express information in a format appropriate to the audience and purpose.		
K.PC.1 Orally describe personal interests or tell stories to a targeted audience (e.g., peers and adults).		<ul style="list-style-type: none"> • Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things
K.PC.2 Speak audibly to express thoughts, feelings, and ideas.		<ul style="list-style-type: none"> • Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> - My Favorite Things
K.PC.3 Use words and phrases acquired through conversations, reading, 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.	<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. <ul style="list-style-type: none"> - In the Rain - José Three - New Words and Phrase
K.PC.4 Use grade-appropriate, conversational, general academic, and domain-specific words and phrases acquired through listening.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	

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Collaboration (CO) Learners will work effectively with their peers to accomplish a common goal or purpose.		
Standard CO.1 begins in sixth grade.		
K.CO.2 Participate in collaborative conversations by listening to others and taking turns speaking.		<ul style="list-style-type: none"> • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
K.CO.3 Work collaboratively by following agreed-upon rules and simple one- and two-step oral directions.	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
READING Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varying levels of complexity		
Comprehension (C) Learners will read to understand various complex literary and informational texts.		
Standard K.C.1 is met in K.C.2-5.		
K.C.2 Respond to a variety of texts, photographs, or illustrations before, during, and after shared reading or other text-listening experiences to compare, contrast, predict, or infer.	<ul style="list-style-type: none"> • Peek at the Story • Compare Characters • Check My Guess 	
Standard C.3 begins in fourth grade.		
K.C.4a Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other text-listening experiences.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures • Informational Books (See titles at end of document.) • Peek at the Story • Check My Guess 	<ul style="list-style-type: none"> • Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. <ul style="list-style-type: none"> - Opposites - Watch the Woolly Worm - A Story in the Snow
K.C.4b Tell about characters and setting in a literary story during or after a shared reading or other text-listening experience.	<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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension (C) Learners will read to understand various complex literary and informational texts <i>continued</i> .		
K.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text experiences.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> One Word, Two Meanings
Text Analysis (TA) Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.		
Standard TA.2 begins in third grade.		
K.TA.3 Explore a variety of fiction texts. a. Respond to or reenact characters' feelings in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.	<ul style="list-style-type: none"> Read-Along Books Read with Me Books Sing a Rhyme Songs/Books (See titles at end of document.) Describe Characters Picture Clues What Comes Next? 	<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
b. Compare and contrast the adventures and experiences of characters in familiar stories during or after a shared reading or text-listening experience.	<ul style="list-style-type: none"> Compare Characters 	<ul style="list-style-type: none"> Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> My Super Sticky Sandwich and Lumpy Mush Lost Socks and Play Ball At Camp and Family Vacation
WRITING Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.		
Text Types and Structure (TS) Learners will choose the most effective format and compose writing for their purpose and audience.		
K.TS.1 Produce writing through shared and interactive experiences, in which the development and organization are appropriate to the task, purpose, or audience.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Text Types and Structure (TS) Learners will choose the most effective format and compose writing for their purpose and audience <i>continued</i>.</p>		
<p>K.TS.2 Produce coherent sentences on the same topic through shared and interactive writing.</p>	<p>Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p>	
<p>K.TS.3 Write informative pieces. a. Draw a picture about the topic.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> - Fawn Eyes - A Story in the Snow
<p>b. Write a sentence about the topic.</p>	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Letter Trace • Sentences 	<ul style="list-style-type: none"> • Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. <ul style="list-style-type: none"> - Fawn Eyes - A Story in the Snow
<p>K.TS.4 Write opinion pieces. a. Draw a picture about the topic.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <ul style="list-style-type: none"> - Write With Me
<p>b. Write a sentence about the topic.</p>	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Letter Trace • Sentences 	<ul style="list-style-type: none"> • Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <ul style="list-style-type: none"> - Write With Me

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Structure (TS) Learners will choose the most effective format and compose writing for their purpose and audience <i>continued</i> .		
K.TS.5 Write narrative pieces. a. Draw a picture to help describe an event.	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. <ul style="list-style-type: none"> - The Germs - Lumpy Mush
b. Write a sentence about an event.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Letter Trace • Sentences 	<ul style="list-style-type: none"> • Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush
Writing Process and Craft (WC) Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.		
K.WC.1 Develop and strengthen writing by: a. Prewriting: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).	<ul style="list-style-type: none"> • Writing Introduction • Word Bank • Prewrite • Mapping 	
b. Drafting: Develop writing from the prewriting process (see standard K.P.4).	<ul style="list-style-type: none"> • First Draft 	
c. Revising: Improve writing by adding more details or deleting unnecessary wording or information.	<ul style="list-style-type: none"> • Add Details • Delete Extra Words • Stick to the Topic • Use Interesting Words 	
d. Editing: Improve writing by using appropriate grade-level spelling (see standard K.PW.2), sentence writing (see standard K.L.1), and grammar standards (see standard K.L.2).	<ul style="list-style-type: none"> • Start Sentences Differently • Edit: Spelling; Punctuation; End Punctuation; Commas; Capitals; Tricky Spelling 	

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Writing Process and Craft (WC) Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting <i>continued</i> .		
e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.		<ul style="list-style-type: none"> Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. <ul style="list-style-type: none"> Family Vacation Creative Writing
K.WC.2 Produce shared and interactive writing with emotion or personality expressed through word choice.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
Language Usage (L) Learners will integrate appropriate language and style to ensure effective readability in writing.		
K.L.1 Compose a simple sentence. a. Begin with a capital letter and capitalize the pronoun I.	<ul style="list-style-type: none"> Song: What Is a Sentence? Sentences 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> “I Like Kites” Punctuation
b. Conclude with a punctuation mark.	<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
K.L.2 Identify parts of speech in sentences orally, with illustrations, or in writing: a. concrete objects such as people, places, or things (i.e., nouns)	<ul style="list-style-type: none"> Song: Nouns Nouns 	
b. words as actions (i.e., verbs)	<ul style="list-style-type: none"> Song: Verbs Verbs 	
c. color and size adjectives	<ul style="list-style-type: none"> Songs: Squirrel’s Zoo Colors; Savanna Size; Adjectives Describe Color Practice Size Big and Little Tall and Short Heavy and Light Big Little Animals Large Small Toys Adjectives 	<ul style="list-style-type: none"> Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> Who Am I? Adjectives

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Language Usage (L) Learners will integrate appropriate language and style to ensure effective readability in writing <i>continued</i>.</p>		
d. the pronoun I	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	
e. spatial and time relationships such as up, down, before, and after	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Book: Up In the Air • Position • Over, Under Above, Below • Inside, Outside, Between • Above, Below, Next to, On • First, Middle, Last • First, Next, Last 	
<p>RESEARCH AND INQUIRY Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry into complex problems or topics.</p>		
<p>Research Process (RP) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</p>		
Standards for Research begin in second grade.		
<p>FIRST GRADE</p>		
<p>FOUNDATIONS OF LITERACY Learners will apply foundational reading and writing skills by working with sounds, letters, and texts.</p>		
<p>Print Concepts (P) Learners will demonstrate knowledge of what books, print, and written language are and how they function</p>		
Standard 1.P.1 met in kindergarten.		
Standard 1.P.2 met in kindergarten.		
1.P.3 Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. - Punctuation.pdf: Recognize and name end punctuation. - "I Like Kites" Punctuation
1.P.4 Write uppercase and lowercase letters accurately and automatically.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. - Letter Picture Handwriting

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological and Phonemic Awareness (PA) Learners will accurately manipulate phonemes (sounds) in the spoken language		
Standard 1.PA.1 met in kindergarten.		
1. PA.2 Segment one-syllable spoken words into four or more 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
1.PA.3 Blend four or more phonemes to produce a spoken word or syllable.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blending Riddles • Blending Dragon • Blend Every Sound (Phonemes) • Blend Phonemes • 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
1.PA.4 Manipulate parts of spoken words. a. Delete initial and final phonemes or word parts.	<ul style="list-style-type: none"> • Letter Sound Eliminator • Letter Sounds Deletion • Phoneme Eliminator • Take Away Syllables 	
b. Substitute initial, medial vowel, final phonemes, or word parts.	<ul style="list-style-type: none"> • Barnyard Bash • Circus Clown Climbers • Change One Sound • Phoneme Substitution • One, Two, Three Sounds 	<ul style="list-style-type: none"> • Form Words by Blending Sounds.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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Study (PW) Learners will decode, encode, and connect meaning to word parts and words.		
1.PW.1 Decode words with phoneme-grapheme correspondences: a. consonant digraphs	<ul style="list-style-type: none"> • Songs: Sheep In the Shadows; Charley Chick; Where is a Whale?; Consonants Together • Blend Phonemes • Word Mastery • Letter Sound • Name That Sound • Key Word Match • Pattern Hunt • Spell and Blend 	<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. two consonant blends at the beginning and end of words	<ul style="list-style-type: none"> • Songs: Sheep In the Shadows; Charley Chick; Where is a Whale?; Consonants Together • Blend Phonemes 	
c. single consonant after a short vowel	<ul style="list-style-type: none"> • Decode CVC Syllable Words • Build CVC Syllable Words 	
d. closed and open syllables	<ul style="list-style-type: none"> • Decode Using the Six Syllable Types • Decode CVC Syllable Words • Decode Open Syllable Words • Decode Open & Closed Syllable Words 	<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
e. silent e in single-syllable words	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • 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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Study (PW) Learners will decode, encode, and connect meaning to word parts and words <i>continued</i> .		
f. vowel teams	<ul style="list-style-type: none"> • Song: Vowels Side by Side • Decode Split Vowels • Identify Variant Vowel Words • Build Vowel Team Syllable Words • Word Mastery 	<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
g. r-controlled	<ul style="list-style-type: none"> • Song: Bossy Mr. R • Identify r-Controlled Vowel Words • Build r-Controlled Syllable Words 	
h. prefixes and suffixes (two-syllable words)	<ul style="list-style-type: none"> • Songs: Blicky Licky Land; More Than One; Double the Fun; Put It At the Front; Put It At the End; Drop Magic E • Double the Fun • Prefixes • Suffixes 	<ul style="list-style-type: none"> • Inflectional Endings.pdf: Read words with <ul style="list-style-type: none"> - inflectional endings. - Pattern Word Building: Double the Letter - Language Concept: Plural Nouns
i. functions of y contractions	<ul style="list-style-type: none"> • Song: Contraction Action • Contractions 	<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
j. irregularly spelled high-frequency words	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Word Mastery • Power Words • Spelling Scramble 	<ul style="list-style-type: none"> • Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards
1.PW.2 Encode words with phoneme-grapheme correspondences: a. digraphs	<ul style="list-style-type: none"> • Songs: Sheep In the Shadows; Charley Chick; Where is a Whale?; Consonants Together; P-H and G-H Say Fff • Blend Phonemes • Spell and Blend • Make and Spell • Spelling Exploration 	<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!

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Study (PW) Learners will decode, encode, and connect meaning to word parts and words <i>continued</i> .		
b. two consonant blends	<ul style="list-style-type: none"> • Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows • Blend Phonemes • Spell and Blend • Make and Spell • Spelling Exploration 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity
c. silent e	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Pattern • Word Mastery Games • Mystery Words • Make and Spell • Spelling Exploration • 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
d. double consonants at the end of words	<ul style="list-style-type: none"> • Song: Double the Fun • Spelling Exploration • Word Pattern Spelling 	
e. irregularly spelled high-frequency words	<ul style="list-style-type: none"> • Song: Strange Spelling • Power Words • Spelling Scramble • Spelling Exploration 	<ul style="list-style-type: none"> • Spell Untaught Spelling Words.pdf: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words with taught phonics patterned words.	<ul style="list-style-type: none"> • Rusty and Rosy’s Clues • Readable Books (See titles at end of document.) • Pattern 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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Study (PW) Learners will decode, encode, and connect meaning to word parts and words <i>continued</i> .		
1.PW.4 Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge. a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	<ul style="list-style-type: none"> • Letter Sounds • Name That Letter Sound • Blend Phonemes • Blend Every Sound (Phonemes) • Letter Trace • Prefixes • Suffixes • Key Words • Word Construction • Mystery Words 	<ul style="list-style-type: none"> • Using the Root Word to Determine Meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Comparatives - Prefixes - Suffixes
Fluency (F) Learners will read with sufficient accuracy, rate, and expression to support comprehension.		
1.F.1 Read accurately and automatically a. at the word level	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction 	<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"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets
b. at the sentence level	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction 	<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"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets
c. a variety of first-grade texts with expression, phrasing, purpose, and understanding.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression: Exclamations; Pauses; Quotations; Questions; Phrases 	<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"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>COMMUNICATION Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.</p>		
<p>Presentational Communication (PC) Learners will organize and express information in a format appropriate to the audience and purpose</p>		
<p>1.PC.1 Orally describe people, places, things, and events with relevant details expressing ideas to a targeted audience (e.g., peers and adults).</p>		<ul style="list-style-type: none"> Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> My Favorite Things
<p>1.PC.2 Speak audibly in complete sentences to express thoughts, feelings, and ideas.</p>	<ul style="list-style-type: none"> Song: What Is a Sentence? Sentences 	<ul style="list-style-type: none"> Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> My Favorite Things Forming Complete Sentences.pdf: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <ul style="list-style-type: none"> Improved Responses
<p>1.PC.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>	
<p>1.PC.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.</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>	
<p>Collaboration (CO) Learners will work effectively with their peers to accomplish a common goal or purpose.</p>		
<p>Standard CO.1 begins in sixth grade.</p>		
<p>1.CO.2 Participate in collaborative conversations by listening to others and taking turns speaking about topics, continuing through multiple exchanges.</p>		<ul style="list-style-type: none"> Conversation Building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> Discussion Rules Activity

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Collaboration (CO) Learners will work effectively with their peers to accomplish a common goal or purpose <i>continued</i>.</p>		
<p>1.CO.3 Work collaboratively by following agreed-upon rules and simple two- and three-step oral directions and offering one- and two-step directions.</p>	<p>Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.</p>	
<p>READING Learners will comprehend, analyze, and evaluate varying literary and informational texts in various formats, genres, and varied levels of complexity</p>		
<p>Comprehension (C) Learners will read to understand varying complex literary and informational texts.</p>		
<p>Standard 1.C.1 is met in 1.C.2-5.</p>		
<p>1.C.2 Ask and answer questions about a variety of texts, genres, photographs, or illustrations before, during, and after shared reading or other text-listening experiences to compare, contrast, predict, or infer.</p>	<ul style="list-style-type: none"> • Traditional Tales • Read-Along Books • Informational Books (See titles at end of document.) • Compare Characters • Sum Up: Remember Order • Peek at the Story • Check My Guess 	
<p>Standard C.3 begins in fourth grade.</p>		
<p>1.C.4a Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other text-listening experience.</p>	<ul style="list-style-type: none"> • 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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension (C) Learners will read to understand varying complex literary and informational texts <i>continued</i> .		
1.C.4b Identify characters, setting, and plot in a literary story during or after a shared reading or other text-listening experience.	<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
1.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text experiences.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> • Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings
Text Analysis (TA) Learners will analyze, interpret, and evaluate complex literary and informational texts in various genres and formats.		
1.TA.1 Recognize basic text features (table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.	<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
Standard TA.2 begins in third grade.		
1.TA.3 Explore a variety of fiction texts. a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling
b. Compare and contrast the adventures and experiences of characters in stories during or after a shared reading or other text-listening experience.	<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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING		
Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.		
Text Types and Structure (TS)		
Learners will choose the most effective format and compose writing for their purpose and audience		
1.TS.1 Produce writing through shared and interactive experiences, in which the development and organization are appropriate to the task, purpose, or audience.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	<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
1.TS.2 Produce coherent sentences on the same topic.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<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
1.TS.3 Write informative pieces. a. Introduce a topic. b. Supply a detail about the topic. c. Provide a sense of closure.		<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.TS.4 Write opinion pieces. a. Introduce a topic with an opinion. b. Provide a reason for the opinion. c. Provide a sense of closure.		<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.TS.5 Write narrative pieces. a. Recount an event in sequence from beginning, middle, and end. b. Include details regarding what happened.		<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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Writing Process and Craft (WC) Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting		
1.WC.1 Develop and strengthen writing by: a. Prewriting: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping 	
b. Drafting: Develop writing from the prewriting process (see standard 1.P.4).	<ul style="list-style-type: none"> • First Draft 	
c. Revising: Improve writing by adding more details or deleting unnecessary wording or information.	<ul style="list-style-type: none"> • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	
d. Editing: Improve writing by using appropriate grade-level spelling (see standard 1.PW.2), sentence writing (see standard 1.L.1), and grammar standards (see standard 1.L.2).	<ul style="list-style-type: none"> • Song: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble 	<ul style="list-style-type: none"> • Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones
e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
1.WC.2 Produce writing with emotion or personality expressed through word choice	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Adverbs • Revise: Add Details; Start Sentences Differently; Use Interesting Words; Stick to the Topic • Adjectives • Adverbs 	
Language Usage (L) Learners will integrate appropriate language and style to ensure effective readability in writing.		
1.L.1 Compose simple sentences. a. Begin with a capital letter and have proper names, months, and days of the week capitalized.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Capital Letters (Proper Nouns; Days) • Sentences • Edit Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> - Capitalization

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Language Usage (L) Learners will integrate appropriate language and style to ensure effective readability in writing <i>continued</i>.</p>		
<p>b. Conclude with a period, question mark, or exclamation mark.</p>	<ul style="list-style-type: none"> • Song: Sentence Marks • 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
<p>1.L.2 Recognize and use parts of speech in sentences: a. nouns as concrete objects (i.e., people, places, and things)</p>	<ul style="list-style-type: none"> • Song: Nouns • Nouns 	<ul style="list-style-type: none"> • Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> - Skill Builder Song: "Nouns" - Nouns
<p>b. regular plural nouns</p>	<ul style="list-style-type: none"> • Song: Strange Spelling • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns 	<ul style="list-style-type: none"> • Irregular Plural Nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose Are Not Meese - Plural Nouns
<p>c. present-tense verbs as actions</p>	<ul style="list-style-type: none"> • Song: Verbs • Verbs 	
<p>d. color, size, and number adjectives</p>	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Adjectives
<p>e. the pronouns I, me, you, and we</p>	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns
<p>f. the conjunctions and, or, but</p>	<ul style="list-style-type: none"> • Power Words 	<ul style="list-style-type: none"> • Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> - Conjunctions
<p>RESEARCH AND INQUIRY Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.</p>		
<p>Research Process (RP) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</p>		
<p>Standards for Research begin in second grade.</p>		

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SECOND GRADE		
FOUNDATIONS OF LITERACY Learners will apply foundational reading and writing skills by working with sounds, letters, and texts.		
Print Concepts (P) Learners will demonstrate knowledge of what books, print, and written language are and how they function.		
Standard 2.P.1 met in kindergarten.		
Standard 2.P.2 met in kindergarten.		
Standard 2.P.3 met in first grade.		
2.P.4 Continue practicing letter formation for the automaticity of skills.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting
Phonics and Word Study (PW) Learners will decode, encode, and connect meaning to word parts and words.		
2.PW.1 Decode words with phoneme-grapheme correspondences: a. vowel teams	<ul style="list-style-type: none"> • Songs: Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Spelling Exploration • Spelling Game • Word Recognition • Spell and Blend 	<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
b. diphthongs	<ul style="list-style-type: none"> • Identify Variant Vowel Words • Build Vowel Team Syllable 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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Study (PW) Learners will decode, encode, and connect meaning to word parts and words <i>continued</i> .		
c. three consonant blends	<ul style="list-style-type: none"> • Song: Charley Chick • Blend Phonemes • Circus Clown Climbers • Word Mastery Games 	
d. other r-controlled	<ul style="list-style-type: none"> • Song: Bossy Mr. R • Identify r-Controlled Vowel Words • Build r-Controlled Vowel Words • Decode Using the Six Syllable Types 	
e. silent e in multisyllabic words	<ul style="list-style-type: none"> • Song: Sneaky Magic E • Decode Using the Six Syllable Types 	
f. r-controlled in multisyllabic words	<ul style="list-style-type: none"> • Song: Bossy Mr. R • Identify r-Controlled Vowel Words • Build r-Controlled Vowel Words • Decode Using the Six Syllable Types 	
g. vowel team in multisyllabic words	<ul style="list-style-type: none"> • Songs: Vowels Side by Side; Eensy, Weensy Mouse • Decode Using the Six Syllable Types • 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
h. consonant le	<ul style="list-style-type: none"> • Decode Using the Six Syllable Types • Decode Consonant+le Syllable Words 	
i. homophones	<ul style="list-style-type: none"> • Songs: Homophone Monkey; There, Their, They're; To, Too, Two • Homophones • Edit Tricky Spellings 	
j. irregularly spelled high-frequency word	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Word Mastery • Power Words • Spelling Scramble 	<ul style="list-style-type: none"> • Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Study (PW) Learners will decode, encode, and connect meaning to word parts and words <i>continued</i> .		
k. silent letter combinations	<ul style="list-style-type: none"> Songs: Silent Letters (G-H); (K and G); (W) 	
l. schwa	<ul style="list-style-type: none"> Song: Schwa Sound 	
m. common derivational suffixes (e.g., -ly, -ful, -able)	<ul style="list-style-type: none"> Songs: Large, Larger, Largest; Put It At the End; Let's Compare 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
2.PW.2 Encode words with phoneme-grapheme correspondences: a. closed and open syllables	<ul style="list-style-type: none"> Six Syllable Types Spell Using the Six Syllable Types Build CVC Syllable Words 	
b. vowel teams	<ul style="list-style-type: none"> Songs: Vowels Side by Side; Eensy, Weensy Mouse Spell Using the Six Syllable Types Spelling Exploration 	<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
c. r-controlled	<ul style="list-style-type: none"> Identify r-Controlled Vowel Words Build r-Controlled Syllable Words 	
d. prefixes and suffixes	<ul style="list-style-type: none"> Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End Double the Fun Prefixes Suffixes 	
e. functions of y	<ul style="list-style-type: none"> Songs: Blicky Licky Land; Tricky Y to I Change Y to I 	
f. contractions	<ul style="list-style-type: none"> Song: Contraction Action Contractions 	<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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Study (PW) Learners will decode, encode, and connect meaning to word parts and words <i>continued</i> .		
g. irregularly spelled high-frequency words	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Words • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling 	
2.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words with taught phonics patterned words (e.g., synonyms, antonyms, homophones, homographs).	<ul style="list-style-type: none"> • Songs: Homophone Monkey; There, Their, They're; To, Too, Two; Synonym Tree; Antonym Ant • Homophones • Edit Tricky Spellings • Synonyms • Pattern Words • Key Words 	<ul style="list-style-type: none"> • Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings
2.PW.4 Utilize new academic, content-specific, grade-level vocabulary, connecting previously learned words and relating new words to background knowledge. a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	<ul style="list-style-type: none"> • Letter Sounds • Name That Letter Sound • Blend Phonemes • Blend Every Sound (Phonemes) • Letter Trace • Prefixes • Suffixes • Key Words • Word Construction • Mystery Words 	<ul style="list-style-type: none"> • Using the Root Word to Determine Meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Comparatives - Prefixes - Suffixes
Fluency (F) Learners will read with sufficient accuracy, rate, and expression to support comprehension		
2.F.1 Read accurately and automatically a variety of second-grade texts with expression, phrasing, purpose and understanding.	<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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>COMMUNICATION Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.</p>		
<p>Presentational Communication (PC) Learners will organize and express information in a format appropriate to the audience and purpose.</p>		
<p>2.PC.1 Report on a topic or text, tell a story or recount an experience to a targeted audience with relevant facts and descriptive details.</p>		<ul style="list-style-type: none"> • Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> - Tell a Story Activity
<p>2.PC.2 Speak audibly in complete sentences when appropriate to the task and situation to provide requested detail or clarifications.</p>		<ul style="list-style-type: none"> • Forming Complete Sentences.pdf: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <ul style="list-style-type: none"> - Improved Responses
<p>2.PC.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe.</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 adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<p>2.PC.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through listening.</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>	
<p>Collaboration (CO) Learners will work effectively with their peers to accomplish a common goal or purpose.</p>		
<p>Standard CO.1 begins in sixth grade.</p>		
<p>2.CO.2 Participate in collaborative conversations by linking comments to the remarks of others and asking questions</p>		<ul style="list-style-type: none"> • Conversation Building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> - Ball Toss Activity
<p>2.CO.3 Work collaboratively by following agreed-upon rules and following/offering multi-step oral directions.</p>	<p>Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.</p>	<ul style="list-style-type: none"> • Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>READING Learners will comprehend, analyze, and evaluate varying literary and informational texts in various formats, genres, and varied levels of complexity.</p>		
<p>Comprehension (C) Learners will read to understand various complex literary and informational texts.</p>		
<p>2.C.1 Comprehend information presented orally or through media using grade-level reading comprehension standards.</p>	<ul style="list-style-type: none"> • Reading Detective (Peek at the Story/Check My Guess) • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Build Knowledge • Map the Story • Fluency Comprehension 	<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
<p>2.C.2 Ask and answer questions about key details before, during, and after reading a variety of literary and informational texts to compare, contrast, predict, or infer.</p>	<ul style="list-style-type: none"> • Compare Characters • Map the Story • Sum Up: Remember Order • Reading Detective (Peek at the Story/Check My Guess) • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why.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
<p>Standard C.3 begins in fourth grade.</p>		
<p>2.C.4a Identify the main idea with some supporting details during or after reading an informational text or passage</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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Comprehension (C) Learners will read to understand various complex literary and informational texts <i>continued</i>.</p>		
<p>2.C.4b Retell the plot to include the beginning, middle, and end of a literary text after reading.</p>	<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
<p>2.C.5 Determine or clarify the meaning of unknown words and phrases through a variety of text experiences.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<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>Text Analysis (TA) Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.</p>		
<p>2.TA.1 Identify new text features (timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage</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
<p>Standard TA.2 begins in third grade</p>		
<p>2.TA.3 Explore a variety of fiction and poetry texts. a. Describe characters' feelings or traits during or after listening to a story.</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>b. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) or the same type of poem by different authors or from different cultures after listening to a story or poem.</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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>WRITING Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</p>		
<p>Text Types and Structure (TS) Learners will choose the most effective format and compose writing for their purpose and audience.</p>		
<p>2.TS.1 Produce writing appropriate to the task, purpose, or audience.</p>	<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.
<p>2.TS.2 Produce an organized paragraph (e.g., structures for organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).</p>	<p>All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.</p>	
<p>2.TS.3 Write informative pieces. a. Introduce the topic. b. Supply details about the topic. c. Provide a concluding statement.</p>	<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
<p>2.TS.4 Write opinion pieces. a. Introduce the topic with an opinion. b. Provide reasons that support the opinion. c. Use conjunctions to connect reasons and opinions. d. Provide a concluding statement</p>	<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 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

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Structure (TS) Learners will choose the most effective format and compose writing for their purpose and audience <i>continued</i> .		
2.TS.5 Write narrative pieces. a. Introduce a character, setting, or event. b. Recount in sequence a well-elaborated event. c. Include details to describe actions, thoughts, and feelings. d. Provide a sense of closure.	<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.
Writing Process and Craft (WC) Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.		
2.WC.1 Develop and strengthen writing by: a. Prewriting: Generate ideas and plan (e.g., orally rehearse, graphic organizer, peer feedback).	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping 	
b. Drafting: Develop writing from the prewriting process (see standard 2.P.4).	<ul style="list-style-type: none"> • First Draft 	
c. Revising: Improve writing by adding more details or deleting unnecessary wording or information.	<ul style="list-style-type: none"> • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	
d. Editing: Improve writing by using appropriate grade-level spelling (see standard 2.PW.2), sentence writing (see standard 2.L.1), and grammar standards (see standard 2.L.2).	<ul style="list-style-type: none"> • Song: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble 	<ul style="list-style-type: none"> • Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones
e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Writing Process and Craft (WC) Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting <i>continued</i> .		
2.WC.2 Produce writing with intentional word choice that integrates emotion or descriptive language.	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Adverbs • Revise: Add Details; Start Sentences Differently; Use Interesting Words; Stick to the Topic • Adjectives • Adverbs 	
Language Usage (L) Learners will integrate appropriate language and style to ensure effective readability in writing.		
2.L.1 Compose simple and compound sentences. a. Begin with a capital letter, with proper names, holidays, months, and days of the week capitalized.	<ul style="list-style-type: none"> • Songs: Capital Letters (Proper Nouns; Days; Places; Titles) 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization • Capitalization.pdf: Capitalize the dates and names of people.
b. Conclude with appropriate punctuation, including the period, question mark, or exclamation mark.	<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
2.L.2 Recognize and use parts of speech in sentences: a. common, proper, and irregular plural nouns	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; Strange Spelling • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns 	<ul style="list-style-type: none"> • Irregular Plural Nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose Are Not Meese - Plural Nouns
b. tenses of verbs (i.e., past, present, future)	<ul style="list-style-type: none"> • Songs: Verbs; It Happened Yesterday; Irregular Verbs • Past Tense Verbs 	<ul style="list-style-type: none"> • Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs • Past Tense Irregular Verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> - Writing About the Past Activity - Irregular Verbs
c. the simple subject and simple predicate of a sentence	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Nouns; Verbs • Nouns • Verbs 	<ul style="list-style-type: none"> • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences

NORTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Language Usage (L) Learners will integrate appropriate language and style to ensure effective readability in writing <i>continued</i>.</p>		
<p>d. descriptive adjectives and articles (i.e., a, an, the) as adjectives</p>	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives • Power Words 	<ul style="list-style-type: none"> • Determiners.pdf: Use determiners. <ul style="list-style-type: none"> - Determiners • Using Words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<p>e. singular and plural personal pronouns and the nouns they replace</p>	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns
<p>f. the conjunctions and, or, but</p>	<ul style="list-style-type: none"> • Power Words 	<ul style="list-style-type: none"> • Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> - Conjunctions
<p>RESEARCH AND INQUIRY Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.</p>		
<p>Research Process (RP) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</p>		
<p>Standard RP.1 begins in third grade.</p>		
<p>2.RP.2 In a shared or interactive experience, locate important information on a topic in a provided source.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • 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
<p>2.RP.3 In a shared or interactive experience, use graphic organizers to track information from a given/ provided pair of sources relevant to a topic.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • 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"> - All on the Same Earth - The Bee's Secret

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

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

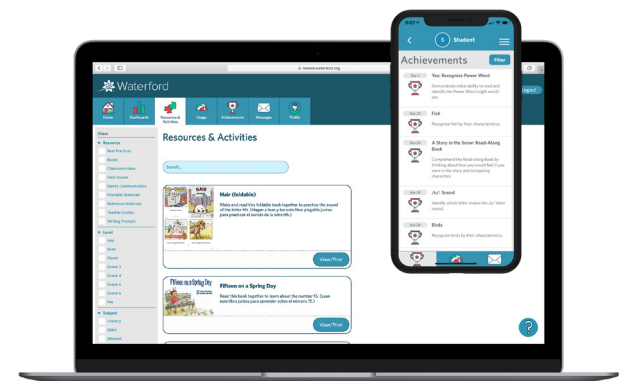
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).