

CURRICULUM *Correlation*



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

TABLE OF CONTENTS

KINDERGARTEN	1
Foundational Reading	1
Reading Comprehension	5
Writing	8
Collaborative Communication	9
Language	10
GRADE 1	11
Foundational Reading	11
Reading Comprehension	16
Writing	20
Collaborative Communication	21
Language	22
GRADE 2	24
Foundational Reading	24
Reading Comprehension	27
Writing	32
Collaborative Communication	33
Language	34
WATERFORD BOOKS AND RELATED ACTIVITIES	37
WATERFORD FAMILY ENGAGEMENT RESOURCES	39

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
Foundational Reading		
Concepts of Print: Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.		
K.FR.1.CP: 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"> Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> Print Directionality
K.FR.2.CP: Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., the spoken word “dog” is represented in print by d-o-g).	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Letters Make Words 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 2
K.FR.3.CP: Point to words, using one-to-one correspondence to demonstrate that words are separated by spaces.	<ul style="list-style-type: none"> Print Concepts 	<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
K.FR.4.CP: Name all upper and lowercase letters of the alphabet in print.	<ul style="list-style-type: none"> ABC Songs Letters Introduction Hidden Letters Letter Pictures Find the Letter Name That Letter 	<ul style="list-style-type: none"> Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> Writing Practice (Aa-Zz)
Phonemic Awareness: Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.		
K.FR.5.PA: Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.	<ul style="list-style-type: none"> Right Initial Sound Final Sound Initial Sounds 	<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

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonemic Awareness: Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words <i>continued</i> .		
K.FR.6.PA: Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).	<ul style="list-style-type: none"> • Blending Dragon • Blend Every Sound (Phonemes) • Blend Phonemes 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
K.FR.7.PA: Segment one-syllable words into individual sounds.	<ul style="list-style-type: none"> • Phoneme Segmentation 	
K.FR.8.PA: Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).	<ul style="list-style-type: none"> • Letter Sound Screening 	
Phonics Decoding (Word Reading): Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.		
K.FR.9.PD: Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).	<ul style="list-style-type: none"> • Key Word Match • Pattern Words • Blend Decodable Words 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards
K.FR.10.PD: Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).	<ul style="list-style-type: none"> • Songs: Sheep in the Shadows; T-H Has Two Sounds; Charley Chick • Blend Decodable Words • Decodable Books (See titles at end of document.) 	

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Phonics Decoding (Word Reading): Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings <i>continued</i> .		
K.FR.11.PD: Decode one-syllable words with single consonants and final long vowels (e.g., we, go).	<ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) • Power Words • Key Word Match 	
K.FR.12.PD: Read high-frequency words.	<ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words 	
K.FR.13.PD: Decode words with suffix -s (e.g., sits, maps, runs).	<ul style="list-style-type: none"> • Songs: More than One; S Steals the Z; Put It at the End • Suffixes 	
Phonics Encoding (Word Writing): Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.		
K.FR.14.PE: Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).	<ul style="list-style-type: none"> • Make and Spell • Build CVC Syllable Words • Word Pattern Spelling 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Use this resource to help readers spell simple words phonetically, drawing on knowledge of sound-letter relationships <ul style="list-style-type: none"> - Spelling by Sound Activity
K.FR.15.PE: Encode one-syllable words with single consonants and final long vowel sounds (e.g., a, me, go).	<ul style="list-style-type: none"> • Word Pattern Spelling 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Use this resource to help readers spell simple words phonetically, drawing on knowledge of sound-letter relationships <ul style="list-style-type: none"> - Spelling by Sound Activity
K.FR.16.PE: Encode words phonetically, drawing on knowledge of sound-letter relationships.	<ul style="list-style-type: none"> • Build CVC Syllable Words • Letter Sound • Spell and Blend • Word Pattern Spelling 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity
K.FR.17.PE: Encode words with final suffix -s (e.g., cats, runs).	<ul style="list-style-type: none"> • Songs: More Than One; Put It at the End • Make and Spell • Build CVC Syllable Words • Suffixes • Plural Nouns 	<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

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Handwriting: Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
K.FR.18.H: Demonstrate proper pencil grip.	All writing activities provide an opportunity for students to produce grade-appropriate text using legible writing.	
K.FR.19.H: Form upper and lowercase letters and numerals correctly, using a common path of movement.	<ul style="list-style-type: none"> • Letter Trace • Letters Introduction • Number Instruction 	<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
Fluency: Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
K.FR.20.F: Name all upper and lowercase letters in non-sequential order with accuracy and automaticity.	<ul style="list-style-type: none"> • ABC Songs • Letters Introduction • Letter Pictures • Name That Letter • Name Game 	<ul style="list-style-type: none"> • Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> - Writing Practice (Aa-Zz)
K.FR.21.F: Produce the most common sound for each letter of the alphabet with accuracy and automaticity.	<ul style="list-style-type: none"> • Song: Mama Squirrel's Sound Song • Letter Sound Songs • Letter Sound • Letter Sound Screening 	
K.FR.22.F: Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary.	<ul style="list-style-type: none"> • Read with Me Books • Decodable Books (See titles at end of document.) • Power Words 	

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading Comprehension		
Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.		
K.RC.1.RF: Ask questions about key details in a text.	<ul style="list-style-type: none"> • Ask a Question • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension
K.RC.2.RF: Answer questions about key details in a text.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension
K.RC.3.RF: Orally retell a text after listening to it read aloud; include the main topic and key details.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order • 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
K.RC.4.RF: Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	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"> • 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.RC.5.RF: Explain the roles of both the author and the illustrator.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <ul style="list-style-type: none"> - Andy's Adventures - Rex Is In a Fix - Little Monkey
K.RC.6.RF: Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books (See titles at end of document.) • Peek at the Story • Build Knowledge 	
K.RC.7.RF: Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension

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Reading Literature: Reading Literature includes skills that are specific to literature.		
K.RC.8.RL: Identify the major characters in a text.	<ul style="list-style-type: none"> Describe Characters 	<ul style="list-style-type: none"> Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> 21 stories with suggested discussions to identify characters, settings, or major events
K.RC.9.RL: Identify settings and events in a text.	<ul style="list-style-type: none"> Sum Up: Five Ws Sum Up: Remember Order 	<ul style="list-style-type: none"> Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> 21 stories with suggested discussions to identify characters, settings, or major events
K.RC.10.RL: Compare and contrast the characters in texts.	<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
K.RC.11.RL: Explain how visual images support understanding of a text.	<ul style="list-style-type: none"> Picture Clues Words Tell About the Pictures Peek at the Story 	<ul style="list-style-type: none"> Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess
K.RC.12.RL: Recognize literary texts, using text elements (e.g., title, illustrations, story elements, literary introductions such as “Once upon a time”).	<ul style="list-style-type: none"> Print Concepts 	<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
Reading Information: Reading Information includes skills that are specific to non-fiction texts.		
K.RC.13.RI: Identify the main points an author uses in a text.	<ul style="list-style-type: none"> Book: What Is a Cloud? 	<ul style="list-style-type: none"> Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> How to Grow a Garden

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Reading Information: Reading Information includes skills that are specific to non-fiction texts <i>continued</i>.		
K.RC.14.RI: Compare and contrast two texts on the same topic.	<ul style="list-style-type: none"> Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. <ul style="list-style-type: none"> How to Grow a Garden Growing Flowers Think With Me
K.RC.15.RI: Recognize informational texts, using text elements (e.g., title, photographs, diagrams, descriptions).	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Reading Detective 	
K.RC.16.RI: Identify text features (e.g., title, author, illustrator, table of contents, bold font, italics).	<ul style="list-style-type: none"> Print Concepts 	
K.RC.17.RI: Explain how visual images (e.g., charts, graphs, illustrations) support understanding of a text	<ul style="list-style-type: none"> Reading Detective 	<ul style="list-style-type: none"> Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear <ul style="list-style-type: none"> 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess
Vocabulary: Vocabulary includes understanding and using words to communicate effectively.		
K.V.1: Determine or clarify the meaning of words and phrases in a text read aloud.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> 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.V.2: Use sentence-level clues to identify the meaning of a word or phrase during read-aloud instruction.	<ul style="list-style-type: none"> Rusty and Rosy's Clues 	<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.V.3: Sort and categorize objects and images by concepts.	<ul style="list-style-type: none"> Book: Buttons Buttons Sort 	<ul style="list-style-type: none"> Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> Object Sort

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Vocabulary: Vocabulary includes understanding and using words to communicate effectively <i>continued</i>.		
K.V.4: Distinguish shades of meaning among verbs (e.g., march, run, jog, strut, prance).	<ul style="list-style-type: none"> • Songs: Synonym Tree; Verbs; • Synonyms • Verbs 	<ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> - Shades-of-Meaning Charades
K.V.5: Use most common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -s) as clues to meaning.	<ul style="list-style-type: none"> • Songs: Put It At the End; Put It At the Front; More Than One • Suffixes • Prefixes 	<ul style="list-style-type: none"> • Frequently occurring inflections and affixes (Pre-Reading).pdf <ul style="list-style-type: none"> - Use the most frequently occurring inflections and affixes. Affixes and Inflections
Writing		
Style: Writing style includes different types of writing for different purposes.		
K.W.1.S: Write an opinion piece about a topic or text, including a reason.		<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
K.W.2.S: Write an informative piece with facts.		<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
K.W.3.S: Write a narrative with the events in chronological order.		<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

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Production: Writing production includes volume and clarity of writing, the writing process, and research.		
K.W.4.P: Produce writing, using precise language and grade-appropriate conventions.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
K.W.5.P: Revise word choice in writing.		<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.W.6.P: Edit writing to include grade-appropriate conventions for publishing (e.g., capitalize the first word in the sentence, capitalize the pronoun “I,” use end punctuation marks).	<ul style="list-style-type: none"> • Songs: What Is a Sentence? Sentence Marks • 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
K.W.7.P: Participate in teacher-led research projects and produce simple findings.		<ul style="list-style-type: none"> • Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> - Think and Write Activity - I Go . . . - At Camp - Together - Opposites
Collaborative Communication		
Oral Language: Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.		
K.CC.1.OL: Participate in collaborative conversations.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	<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.CC.2.OL: Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.	<ul style="list-style-type: none"> • Ask a Question 	<ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Presentation: Presentation includes an individual or group verbally addressing an audience on a particular topic.		
K.CC.3.P: Use specific details to orally describe people, places, things, and events.	<ul style="list-style-type: none"> Song: Adjectives Describe 	
K.CC.4.P: Use visual displays to provide additional detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> My Favorite Things
K.CC.5.P: Speak audibly in collaborative communication and presentations.		<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
Language		
Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		
K.L.1.S: Use common nouns.	<ul style="list-style-type: none"> Song: Nouns Nouns 	
K.L.2.S: Use singular nouns.	<ul style="list-style-type: none"> Song: Nouns Nouns 	
K.L.3.S: Use plural nouns.	<ul style="list-style-type: none"> Song: More Than One Plural Nouns 	
K.L.4.S: Use pronoun “I.”	<ul style="list-style-type: none"> Song: Pronouns Pronouns 	
K.L.5.S: Use regular action verbs.	<ul style="list-style-type: none"> Song: Verbs Verbs 	<ul style="list-style-type: none"> Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> Shades-of-Meaning Charades
K.L.6.S: Use singular nouns with verbs that agree in basic sentences (e.g., He hops.).	<ul style="list-style-type: none"> Songs: Nouns; Verbs Nouns Verbs 	<ul style="list-style-type: none"> Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> Plural Nouns Verbs and Nouns Verb Endings

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Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning <i>continued</i> .		
K.L.7.S: Produce simple sentences independently.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<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 - Sentence Builders
Conventions: Conventions involve the correct use of mechanics in writing.		
K.L.8.C: Capitalize the first word in a sentence.		<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
K.L.9.C: Capitalize the pronoun “I.”		<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 “
K.L.10.C: Use all end punctuation marks.	<ul style="list-style-type: none"> • Song: 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
GRADE 1		
Foundational Reading		
Phonemic Awareness: Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.		
1.FR.1.PA: Blend three to five sounds in one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).	<ul style="list-style-type: none"> • Blend Phonemes • Blend Every Sound (Phonemes) • Blending • Blending Dragon • Word Blending 	<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.FR.2.PA: Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).	<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



ARKANSAS ENGLISH LANGUAGE ARTS STANDARDS 2023

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonemic Awareness: Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words <i>continued</i> .		
1.FR.3.PA: Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).	<ul style="list-style-type: none"> Letter Sound Screening 	
Phonics Decoding (Word Reading): Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.		
1.FR.4.PD: Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).	<ul style="list-style-type: none"> Songs: Consonants Together; Sneaky Magic E; C and G; Key Words; Charley Chick; Sheep in the Shadows; T-H Has Two Sounds; Where Is a Whale? Decode CVC Syllable Words Word Mastery Key Word Match Pattern Hunt 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Activities Chart Pattern Word Blending Consonant Blending Pattern Word Building Digraphs:-tch, ch Pattern Word Games Reading Tricks Word Building Activity Letter Cards Key Word Cards
1.FR.5.PD: Decode one-syllable words with consonant digraphs (e.g., sh, th, ch, wh, ng, ck) and trigraphs (e.g., tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).	<ul style="list-style-type: none"> Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where Is a Whale?; Charley Chick; Bossy Mr. R; Sneaky Magic E; Blends: Consonants Together Word Mastery Pattern Hunt Word Blending 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Activities Chart Pattern Word Blending Consonant Blending Pattern Word Building Digraphs:-tch, ch Pattern Word Games Reading Tricks Word Building Activity Letter Cards Key Word Cards



ARKANSAS ENGLISH LANGUAGE ARTS STANDARDS 2023

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics Decoding (Word Reading): Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings <i>continued</i> .		
1.FR.6.PD: Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).	<ul style="list-style-type: none"> Songs: Vowels Side by Side; Eensy, Weensy Mouse Word Recognition Word Pattern Pattern Hunt 	<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
1.FR.7.PD: Decode one-syllable words with diphthongs (e.g., oi, oy, ou, ow).	<ul style="list-style-type: none"> Songs: Vowels Side by Side; Eensy, Weensy Mouse Identify Variant Vowel Words 	<ul style="list-style-type: none"> Single Syllable Letter Patterns (Basic Reading).pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Pattern Word Blending Consonant Blending Pattern Word Building Digraphs: -tch, ch Pattern Word Games Reading Tricks Word Building Activity Letter Cards
1.FR.8.PD: Decode one-syllable words containing multiple sounds of s (e.g., sock, is).	<ul style="list-style-type: none"> Song: S Steals the Z Decode CVC Syllable Words 	
1.FR.9.PD: Decode two-syllable base words with grade level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).	<ul style="list-style-type: none"> Compound Words Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic Decode Using the Six Syllable Types 	<ul style="list-style-type: none"> Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> Reading Trick: Key Word Match Reading Trick: Pattern Hunt Reading Trick: Mystery Word
1.FR.10.PD: Read high-frequency words.	<ul style="list-style-type: none"> Decodable Books Read with Me Books Traditional Tales Read-Along Books (See titles at end of document.) Power Words 	<ul style="list-style-type: none"> Reading check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> Waterford Books



ARKANSAS ENGLISH LANGUAGE ARTS STANDARDS 2023

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics Decoding (Word Reading): Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings <i>continued</i> .		
1.FR.11.PD: Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).	<ul style="list-style-type: none"> Songs: Put It At the End; More Than One; Suffixes 	<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; Verb Endings
Phonics Encoding (Word Writing): Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.		
1.FR.12.PE: Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).	<ul style="list-style-type: none"> Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale? Word Pattern Spelling Spell and Blend Spelling 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Scope and Sequence of Skills Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun!
1.FR.13.PE: Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).	<ul style="list-style-type: none"> Songs: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?; Charley Chick Word Mastery Spell and Blend 	<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"> Scope and Sequence of Skills Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun!
1.FR.14.PE: Encode one-syllable words with double-letter endings (e.g., fill, pass, buzz).	<ul style="list-style-type: none"> Song: Double the Fun Double the Fun Word Pattern Spelling Spelling 	
1.FR.15.PE: Encode one-syllable words containing single consonants with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).	<ul style="list-style-type: none"> Songs: C-K Rap; S Steals the Z; C and G Strange Spelling 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Scope and Sequence of Skills Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun!

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Phonics Encoding (Word Writing): Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings <i>continued</i> .		
1.FR.16.PE: Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).	<ul style="list-style-type: none"> • Song: Sneaky Magic E • Power Words • Spelling Instruction • Spelling Scramble 	
1.FR.17.PE: Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).	<ul style="list-style-type: none"> • Spell Using the Six Syllable Types • Word Pattern Spelling • Spell and Blend • Spelling • Spelling Scramble 	<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
1.FR.18.PE: Encode one-syllable words with predictable vowel-r patterns (e.g., shark, fork, her).	<ul style="list-style-type: none"> • Song: Bossy Mr. R • Build r-Controlled Syllable Words • Spell Using the Six Syllable Types 	
1.FR.19.PE: Encode one-syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).	<ul style="list-style-type: none"> • Song: Blicky Licky Land • Spell and Blend • Word Pattern Spelling 	
1.FR.20.PE: Encode words phonetically, drawing on knowledge of sound-letter relationships.	<ul style="list-style-type: none"> • Spelling Instruction 	<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
1.FR.21.PE: Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).	<ul style="list-style-type: none"> • Songs: More Than One; Put It at the End; The Three Sounds of -ED • Suffixes 	

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Handwriting: Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
1.FR.22.H: Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).	<ul style="list-style-type: none"> • Letter Trace • Number Instruction 	<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 - Capital Letters - Lowercase Letters
1.FR.23.H: Produce manuscript writing with accuracy and automaticity.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
Fluency: Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
1.RF.24.F: Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed 	<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 - Repeated Readings - Fluency Check Sheets
Reading Comprehension		
Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.		
1.RC.1.RF: Ask questions about key details in a text.	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Ask a Question • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
1.RC.2.RF: Answer questions about key details in a text.	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Find an Answer • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key details.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
1.RC.3.RF: Retell (orally or in writing) a text read aloud, including main idea and key details to demonstrate understanding of the central message or topic.	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts <i>continued</i>.		
1.RC.4.RF: Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
1.RC.5.RF: Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.	<ul style="list-style-type: none"> • Peek at the Story • Build Knowledge • Connect to Me 	
1.RC.6.RF: Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.	<ul style="list-style-type: none"> • Map the Story • Check My Guess • Sum Up: Five Ws 	
Reading Literature: Reading Literature includes skills that are specific to literature.		
1.RC.7.RL: Describe the major characters and settings in a text.	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Describe Characters • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs
1.RC.8.RL: Describe the settings (when and where) and events in a text.	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Describe the story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs
1.RC.9.RL: Compare and contrast the adventures and experiences of characters in texts.	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Compare Characters 	<ul style="list-style-type: none"> • Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse
1.RC.10.RL: Explain how visual images support a text by clarifying story elements (settings, characters, and events).	<ul style="list-style-type: none"> • Peek at the Story • Describe Characters 	<ul style="list-style-type: none"> • Describe the Story 1.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> - The Gingerbread Man - The Little Red Hen - The City Mouse and the Country Mouse The Brothers



ARKANSAS ENGLISH LANGUAGE ARTS STANDARDS 2023

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading Literature: Reading Literature includes skills that are specific to literature <i>continued</i>.		
1.RC.11.RL: Identify the narrator at various points in a text.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) 	
1.RC.12.RL: Identify major differences between types of text and text features (e.g., title, author, illustrator, bold font, italics).	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden
Reading Information: Reading Information includes skills that are specific to non-fiction texts.		
1.RC.13.RI: Identify reasons an author provides to support the main points in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify supporting points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> - How to Grow a Garden
1.RC.14.RI: Compare and contrast two texts on the same topic.	<ul style="list-style-type: none"> • Books: Seeing Fingers and Louis Braille 	<ul style="list-style-type: none"> • Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse
1.RC.15.RI: Identify text elements (e.g., title, captions, photographs, diagrams, descriptions) in an informational text.	<ul style="list-style-type: none"> • Reading Detective 	<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
1.RC.16.RI: Use text features (e.g., title, author, illustrator, table of contents, bold font, italics) to locate key facts and information.	<ul style="list-style-type: none"> • Reading Detective 	<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
1.RC.17.RI: Explain how visual images (e.g., charts, graphs, illustrations) support a text by clarifying or providing key details.	<ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Pinata Book; Water; The Pizza Book 	<ul style="list-style-type: none"> • Pulling Information from a Picture or Text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> - Star Pictures
1.RC.18.RI: Identify the author’s purpose of a text.	<ul style="list-style-type: none"> • Build Knowledge • Informational Books (See titles at end of document.) 	

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Vocabulary: Vocabulary includes understanding and using words to communicate effectively.		
1.V.1: Determine or clarify the meaning of words and phrases in texts read aloud.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
1.V.2: Use sentence-level clues to identify the meaning of words or phrases.	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues 	<ul style="list-style-type: none"> • Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese? - What Is in the Tree? - Will You Play with Me?
1.V.3: Sort and categorize words by concepts.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Books: Buttons, Buttons; The Birds, the Beast, and the Bat • Sort 	<ul style="list-style-type: none"> • Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Sorting Objects
1.V.4: Distinguish shades of meaning among adjectives differing in intensity/degree (e.g., scared, afraid, terrified, horrified).	<ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe • Synonyms • Adjectives 	<ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> - Shades of Meaning: Verbs and Adjectives
1.V.5: Use base words and their inflectional forms (e.g., look, looks, looking) and common prefixes and suffixes (e.g., re-, pre-, -ful, -less) as clues to meaning.	<ul style="list-style-type: none"> • Songs: More Than One; Put It At the Front; Put It At the End; Let’s Compare • Double the Fun • Prefixes • Suffixes • Comparatives 	<ul style="list-style-type: none"> • Cluing off frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> - Affixes and Inflections

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Writing		
Style: Writing style includes different types of writing for different purposes.		
1.W.1.S: Write an opinion piece about a topic or text, including at least one supporting reason.		<ul style="list-style-type: none"> • Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities
1.W.2.S: Write an informative or explanatory piece about a topic, using facts from a source.		<ul style="list-style-type: none"> • Writing with Facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> - Topical Writing Activities
1.W.3.S: Write a narrative, using a logical sequence of events.		<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
Production: Writing production includes volume and clarity of writing, the writing process, and research.		
1.W.4.P: Produce clear and coherent writing, using precise language, relevant details, and grade-appropriate conventions.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
1.W.5.P: Organize writing to include a sense of closure.		<ul style="list-style-type: none"> • Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> - Narrative Writing Activities
1.W.6.P: Use transitional words to connect ideas.		<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

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production: Writing production includes volume and clarity of writing, the writing process, and research <i>continued</i>.		
1.W.7.P: Revise writing to expand simple sentences by adding details as appropriate.	<ul style="list-style-type: none"> Revise: Start Sentences Differently; Add Details 	<ul style="list-style-type: none"> Simple and Compound Sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> Change the Sentence
1.W.8.P: Edit writing to include K-1 language conventions for publishing.		<ul style="list-style-type: none"> Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart)
1.W.9.P: Participate in teacher-led research projects and gather information from experiences and/or provided sources to produce a response.	<ul style="list-style-type: none"> Build Knowledge 	<ul style="list-style-type: none"> Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart)
Collaborative Communication		
Oral Language: Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.		
1.CC.1.OL: Participate in collaborative conversations, following class created discussion guidelines.		<ul style="list-style-type: none"> Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity
1.CC.2.OL: Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.	<ul style="list-style-type: none"> Ask a Question 	<ul style="list-style-type: none"> Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> Ask and Answer Activity
Presentation: Presentation includes an individual or group verbally addressing an audience on a particular topic.		
1.CC.3.P: Use relevant details to express ideas and feelings when orally describing people, places, things, and events.		<ul style="list-style-type: none"> Use Relevant Details to Express Ideas and Feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> Ask and Answer Activity
1.CC.4.P: Use visual displays to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Expressing Ideas Through Pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> My Favorite Things
1.CC.5.P: Speak audibly in collaborative communication and presentations.		<ul style="list-style-type: none"> Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> My Favorite Things

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Language		
Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		
1.L.1.S: Use concrete nouns.	<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
1.L.2.S: Use proper nouns.	<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
1.L.3.S: Use irregular plural nouns (e.g., children, mice).	<ul style="list-style-type: none"> • Songs: Strange Spelling; More Than One • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns 	
1.L.4.S: Use singular possessive common and proper nouns.	<ul style="list-style-type: none"> • Song: Apostrophe Pig • Possessive 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 - Possessive Nouns
1.L.5.S: Use personal pronouns.	<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
1.L.6.S: Use pronoun/antecedent agreement.	<ul style="list-style-type: none"> • Pronouns 	<ul style="list-style-type: none"> • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns
1.L.7.S: Use common adjectives.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Adjectives
1.L.8.S: Use article adjectives (a, an, the).		<ul style="list-style-type: none"> • Determiners.pdf: Use determiners. <ul style="list-style-type: none"> - Determiners
1.L.9.S: Use regular past, present, and future tense verbs.	<ul style="list-style-type: none"> • Songs: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs 	<ul style="list-style-type: none"> • Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs
1.L.10.S: Use singular and plural nouns with verbs that agree in basic sentences (e.g., He hops. We hop.).	<ul style="list-style-type: none"> • Song: More Than One • Nouns • Plural Nouns • Verbs 	<ul style="list-style-type: none"> • Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns - Verbs and Nouns - Verb Endings

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning <i>continued</i> .		
1.L.11.S: Use conjunctions (and, but, or).		<ul style="list-style-type: none"> • Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> - Conjunctions
1.L.12.S: Produce and expand simple sentences independently, using simple and compound subjects and predicates.	<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
Conventions: Conventions involve the correct use of mechanics in writing.		
1.L.13.C: Capitalize the first word in a sentence.	<ul style="list-style-type: none"> • Song: Capital Letters 	<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
1.L.14.C: Capitalize the pronoun "I."	<ul style="list-style-type: none"> • Songs: Capital Letters; Pronouns • Pronouns 	<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
1.L.15.C: Capitalize dates.		<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people.
1.L.16.C: Capitalize names of people.	<ul style="list-style-type: none"> • Songs: Capital Letters 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people.
1.L.17.C: Use all end punctuation marks.	<ul style="list-style-type: none"> • Song: Sentence Marks • Sentences • Sentence Marks 	<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
1.L.18.C: Use commas in dates.	<ul style="list-style-type: none"> • Song: Comma, Comma, Comma 	<ul style="list-style-type: none"> • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 2		
Foundational Reading		
Phonics Decoding (Word Reading): Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.		
2.FR.1.PD: Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).	<ul style="list-style-type: none"> • Song: Vowels Side by Side • Word Work • Patten 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
2.FR.2.PD: Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, sent, cinch; goat, gland, germ, gem).	<ul style="list-style-type: none"> • Song: C and G 	
2.FR.3.PD: Decode words with silent letters (e.g., knit, gnat, wrap, comb).	<ul style="list-style-type: none"> • Song: Silent Letters 	
2.FR.4.PD: Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).	<ul style="list-style-type: none"> • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types • Decode Open & Closed Syllable Words 	
2.FR.5.PD: Decode with common prefixes and suffixes (e.g., un-, re-, -ly, -able).	<ul style="list-style-type: none"> • Songs: Put It At the Front; Put It At the End; More Than One • Suffixes • Prefixes 	<ul style="list-style-type: none"> • Prefix and suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb - Prefixes - Suffixes

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics Encoding (Word Writing): Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.		
2.FR.6.PE: Encode one-syllable words with consonant trigraphs and short vowel patterns (e.g., catch, judge).	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; Charley Chick • Word Mastery • Make and Spell • All-star Spelling • Word Pattern • Spell and Blend 	<ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones
2.FR.7.PE: Encode two-syllable words with short vowels (e.g., candid, combat).	<ul style="list-style-type: none"> • Spell Using the Six Syllable Types • Spell and Blend • All-star Spelling • 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
2.FR.8.PE: Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).	<ul style="list-style-type: none"> • Word Pattern Spelling • Spelling 	
2.FR.9.PE: Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console).	<ul style="list-style-type: none"> • Song: Sneaky Magic E • Spell Using the Six Syllable Types • Spell and Blend • Word Construction • Word Patterns 	<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
2.FR.10.PE: Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).	<ul style="list-style-type: none"> • Songs: Bossy Mr. R • Build r-Controlled Syllable Words • All-Star Spelling • Spelling Exploration • Spell and Blend 	<ul style="list-style-type: none"> • Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones



ARKANSAS ENGLISH LANGUAGE ARTS STANDARDS 2023

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics Encoding (Word Writing): Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings <i>continued</i> .		
2.FR.11.PE: Encode two-syllable words with open syllables (e.g., robot, music, jumbo).	<ul style="list-style-type: none"> Spell Using the Six Syllable Types 	
2.FR.12.PE: Encode long vowel patterns (e.g., wild, told, kind, most, colt).	<ul style="list-style-type: none"> All-Star Spelling Spell Using the Six Syllable Types Spelling Exploration Spell and Blend Word Pattern Spelling 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"> 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
2.FR.13.PE: Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).	<ul style="list-style-type: none"> Songs: Vowels Side by Side; Eensy, Weensy Mouse Spell Using the Six Syllable Types Make and Spell All-Star Spelling Spelling Exploration Spelling Instruction Spell and Blend Spelling Scramble 	<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
2.FR.14.PE: Encode one-syllable words with diphthongs (i.e., oi, oy, ou, ow).	<ul style="list-style-type: none"> Song: Vowels Side by Side Build Vowel Team Syllable Words All Star Spelling Spelling Exploration Spell and Blend Word Pattern Spelling Spelling Scramble 	<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
2.FR.15.PE: Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).	<ul style="list-style-type: none"> Spell Using the Six Syllable Types 	

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics Encoding (Word Writing): Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings <i>continued</i> .		
2.FR.16.PE: Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [e.g., -e drop (game to gaming); doubling (run to running); change y to i (cry to cries)] to the base word when necessary.	<ul style="list-style-type: none"> • Songs: Drop Magic E; Let’s Compare; Tricky Y to I; Double the Fun • Comparatives • Change Y to I 	
Handwriting: Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
2.FR.17.H: Form upper and lowercase cursive letters correctly, using a common path of movement.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
Fluency: Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
2.FR.18.F: Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Expression: Phrases; Quotations; Questions; Pauses; Exclamations 	<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
Reading Comprehension		
Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.		
2.RC.1.RF: Ask questions about key details in a text.	<ul style="list-style-type: none"> • Ask a Question 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 52 Online books to practice strategies for understanding.
2.RC.2.RF: Answer questions about key details in a text.	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 52 Online books to practice strategies for understanding.

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts <i>continued</i> .		
<p>2.RC.3.RF: Retell (orally or in writing) a text read aloud including main idea and key details to demonstrate understanding of the central message or topic.</p>	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws 	<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.RC.4.RF: Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.</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>2.RC.5.RF: Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.</p>	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Build Knowledge • Connect to Me • Peek at the Story 	
<p>2.RC.6.RF: Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.</p>	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Build Knowledge • Map the Story 	<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

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Reading Literature: Reading Literature includes skills that are specific to literature.		
2.RC.7.RL: Describe a character’s traits.	<ul style="list-style-type: none"> • Describe Characters • Read-Along Books (See titles at end of document.) 	
2.RC.8.RL: Identify the main story elements (characters, settings, events, problem, and solution) in a text.	<ul style="list-style-type: none"> • Sum Up: Remember Order • Sum Up: Five Ws • Map the Story 	<ul style="list-style-type: none"> • Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 27 Online books to demonstrate understanding characters, setting, and plot.
2.RC.9.RL: Compare and contrast two versions of the same story (e.g., Three Little Pigs vs. The True Story of the Three Little Pigs).		<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
2.RC.10.RL: Explain how specific visual images contribute to and clarify story elements (setting, characters, and events).	<ul style="list-style-type: none"> • Peek at the Story • Check My Guess • Build Knowledge 	<ul style="list-style-type: none"> • Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> - 27 Online books to demonstrate understanding characters, setting, and plot.
2.RC.11.RL: Identify differences in the perspectives of characters.	<ul style="list-style-type: none"> • Books: Why Wind and Water Fight; Three Billy Goats Gruff • Compare Characters • Expression: Quotations 	<ul style="list-style-type: none"> • Point of View.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <ul style="list-style-type: none"> - Story Structure Activity
2.RC.12.RL: Describe the overall structure of a story and the purpose of the parts (e.g., paragraphs, sections, chapters, stanzas, lines).	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	

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Reading Information: Reading Information includes skills that are specific to non-fiction texts.		
2.RC.13.RI: Explain how an author uses reasons/evidence to support main ideas in a text.	<ul style="list-style-type: none"> • Book: What Is a Cloud? 	<ul style="list-style-type: none"> • Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> - How to Grow a Garden
2.RC.14.RI: Compare and contrast two texts on the same topic.	<ul style="list-style-type: none"> • Books: Louis Braille and Seeing Fingers 	<ul style="list-style-type: none"> • Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic. <ul style="list-style-type: none"> - Venn Diagram Activity: Penguins and Falcons
2.RC.15.RI: Determine the purpose of a section of a text (e.g., paragraphs, sections).	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the Main Topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee's Secret - Reaching Above
2.RC.16.RI: Use text features (e.g., headings, table of contents, glossaries, bold font, italics) to locate key facts and information.	<ul style="list-style-type: none"> • Reading Detective 	<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
2.RC.17.RI: Explain how specific visual images (e.g., charts, graphs, illustrations) contribute to and clarify a text.	<ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book 	<ul style="list-style-type: none"> • Clarifying with Pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden
2.RC.18.RI: Identify the author's purpose of a text.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the Main Purpose of a Text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. 9 online books help to identify purpose.

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary: Vocabulary includes understanding and using words to communicate effectively.		
2.V.1: Determine or clarify the meaning of words and phrases in a text read aloud or independently.	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues • Build Vocabulary 	<ul style="list-style-type: none"> • Find the Meaning of a Word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> - Islands and Volcanoes - Tornadoes
2.V.2: Use sentence-level clues to identify the meaning of words or phrases.	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues • Build Vocabulary 	<ul style="list-style-type: none"> • Find the Meaning of a Word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> - Islands and Volcanoes - Tornadoes
2.V.3: Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type).	<ul style="list-style-type: none"> • Songs: Synonym Tree; Antonym Ant; Savanna Size; Adjectives Describe • Book: The Birds, the Beast, and the Bat • Synonyms • Sort • Antonyms • Adjectives 	
2.V.4: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe • Synonyms • Adjectives • Verbs 	<ul style="list-style-type: none"> • Closely Related Verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> - Shades of Meaning Charades
2.V.5: Distinguish the literal and nonliteral meanings of words and phrases in context.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
2.V.6: Use knowledge of base words (including compound words) and common prefixes and suffixes (e.g., un-, re-, pre-, dis-, -ly, -able) as clues to meaning (e.g., add, addition, additional).	<ul style="list-style-type: none"> • Songs: Compound Words; Let’s Compare; Put It at the Front; Put It at the End; Key Words • Compound Words • Comparatives • Prefixes • Suffixes 	<ul style="list-style-type: none"> • Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives - Prefixes - Suffixes

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Writing		
Style: Writing style includes different types of writing for different purposes.		
2.W.1.S: Write an opinion piece about a topic or text with details to support the opinion.	<ul style="list-style-type: none"> • 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
2.W.2.S: Write an informative or explanatory piece about a topic, using facts from a source.	<ul style="list-style-type: none"> • 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
Production: Writing production includes volume and clarity of writing, the writing process, and research.		
2.W.4.P: Produce clear and coherent writing, using precise language, relevant details and descriptions, and grade appropriate conventions.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	<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.
2.W.5.P: Organize writing logically, constructing an introduction, body, and a sense of closure.	<ul style="list-style-type: none"> • 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.

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production: Writing production includes volume and clarity of writing, the writing process, and research <i>continued</i>.		
2.W.6.P: Use transitional words to connect ideas.		<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.
2.W.7.P: Revise writing to expand and combine simple sentences to create compound sentences.	<ul style="list-style-type: none"> • Revise: Start Sentences Differently; Add Details; Use Interesting Words 	<ul style="list-style-type: none"> • Simple and Compound Sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence
2.W.8.P: Edit writing to include K-2 language conventions for publishing.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas 	
2.W.9.P: Participate in shared research projects to gather information from experiences and/or provided sources to produce writing.	<ul style="list-style-type: none"> • 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
Collaborative Communication		
Oral Language: Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.		
2.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity
2.CC.2.OL: Ask and answer questions about what a speaker says to gather additional information and clarify understanding.		<ul style="list-style-type: none"> • Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> - Ball Toss Activity

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Presentation: Presentation includes an individual or group verbally addressing an audience on a particular topic.		
2.CC.3.P: Use relevant, descriptive details to orally share a story or experience that includes appropriate facts.		<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
2.CC.4.P: Use visual displays to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> - Visual Aids and Recording Activity
2.CC.5.P: Speak audibly in collaborative communication and presentations.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	<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
Language		
Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		
2.L.1.S: Use abstract nouns (e.g., love, peace, joy).	<ul style="list-style-type: none"> • Nouns 	
2.L.2.S: Use regular and irregular plural nouns (e.g., branches, elves; geese, sheep).	<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
2.L.3.S: Use singular possessive common and proper nouns.	<ul style="list-style-type: none"> • Song: Apostrophe Pig • Possessive Nouns 	<ul style="list-style-type: none"> • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Possessive Nouns Worksheets
2.L.4.S: Use subject pronouns (e.g., I, he, she).	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	
2.L.5.S: Use possessive pronouns (e.g., mine, his, hers)	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • Reflexive Pronouns.pdf: Use reflexive pronouns.
2.L.6.S: Use pronoun/antecedent agreement.	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning <i>continued</i> .		
2.L.7.S: Use common adjectives.	<ul style="list-style-type: none"> • Songs: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives - Adverbs
2.L.8.S: Recognize words adjectives modify.	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs 	<ul style="list-style-type: none"> • Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives - Adverbs
2.L.9.S: Use irregular verbs (e.g., sang, came).	<ul style="list-style-type: none"> • Song: Irregular Verbs • Irregular Verbs 	<ul style="list-style-type: none"> • 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
2.L.10.S: Use subject/verb agreement for singular and plural nouns.	<ul style="list-style-type: none"> • Songs: Nouns; Verbs • Nouns • Verbs • Plural Nouns 	
2.L.11.S: Use adverbs.	<ul style="list-style-type: none"> • Song: Adverbs • Adverbs 	<ul style="list-style-type: none"> • Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives - Adverbs
2.L.12.S: Use conjunctions (and, but, or) in compound sentences.	<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
2.L.13.S: Expand and combine simple sentences to create compound sentences, using two independent clauses.	<ul style="list-style-type: none"> • Revise: Start Sentences Differently; Add Details; Use Interesting Words 	<ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence

ARKANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions: Conventions involve the correct use of mechanics in writing.		
2.L.14.C: Capitalize holidays.	<ul style="list-style-type: none"> • Song: Capital Letters • Edit Calendar Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization
2.L.15.C: Capitalize product names.	<ul style="list-style-type: none"> • Song: Capital Letters • Edit Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization
2.L.16.C: Use all end punctuation marks.	<ul style="list-style-type: none"> • Song: Sentence Marks • Sentence Marks • Edit End Punctuation • Edit 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.17.C: Use commas with words and items in a series.	<ul style="list-style-type: none"> • Song: Comma, Comma, Comma • Edit Commas 	<ul style="list-style-type: none"> • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas
2.L.18.C: Use commas in greetings.	<ul style="list-style-type: none"> • Song: Comma, Comma, Comma • Edit Commas 	
2.L.19.C: Use commas in closing of letters.	<ul style="list-style-type: none"> • Song: Comma, Comma, Comma • Edit Commas 	
2.L.20.C: Use commas before a coordinating conjunction in a compound sentence.	<ul style="list-style-type: none"> • Song: Comma, Comma, Comma • Edit Commas • Compound Words 	<ul style="list-style-type: none"> • Simple and Compound Sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence Worksheet

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

Many of these songs are available on the [Waterford.org YouTube channel](https://www.youtube.com/channel/UCv8v8v8v8v8v8v8v8v8v8v8).

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

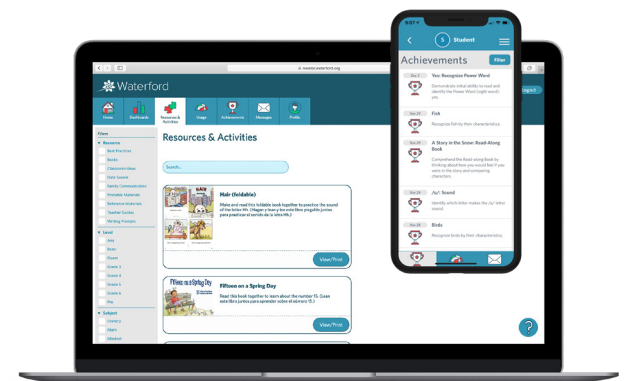
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).