

# CURRICULUM *Correlation*



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

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# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>READING</b>		
<b>1. Develop and apply skills to the reading process.</b>		
<b>1A: Comprehension: 6-12 Correlation Reading Literary 1A, Reading Informational 1A</b>		
<i>With assistance, develop and demonstrate reading skills in response to read-alouds by:</i>		
a. predicting what might happen next in a text based on the cover, title, and illustrations	<ul style="list-style-type: none"> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>- 49 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
b. asking and responding to questions about texts read aloud	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>- 49 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
c. retelling main ideas or important facts from a read aloud or familiar story	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> <li>- 11 stories with discussion ideas to build comprehension</li> </ul> </li> </ul>
d. connecting the information and events of a text to experiences	<ul style="list-style-type: none"> <li>• Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Think With Me</li> <li>- Growing Flowers</li> </ul> </li> </ul>
e. recognizing beginning, middle, and end	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• Peek at the Story</li> </ul>	

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1B: Vocabulary: 6-12 Correlation Reading Literary 1B, Reading Informational 1B</b>		
<i>With assistance, develop an understanding of vocabulary by:</i>		
a. identifying and sorting pictures of objects into conceptual categories	<ul style="list-style-type: none"> <li>Sort</li> <li>Make Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Object Sort</li> </ul> </li> </ul>
b. demonstrating understanding of opposites (antonyms)	<ul style="list-style-type: none"> <li>Song: Antonym Ant</li> <li>Book: Opposites</li> <li>Opposites</li> </ul>	<ul style="list-style-type: none"> <li>Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <ul style="list-style-type: none"> <li>Guess the Opposite</li> </ul> </li> </ul>
c. distinguishing meaning between verbs describing the same action	<ul style="list-style-type: none"> <li>Song: Verbs</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Shades-of-Meaning Charades</li> </ul> </li> </ul>
d. using a picture dictionary to find words	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.	
e. using words and phrases acquired through conversations, reading and being read to, and responding to texts	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
<b>1C: Making Connections: 6-12 Correlation Reading Literary 3B</b>		
<i>With assistance, determine the connection between:</i>		
a. text to self (text ideas and own experiences)	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Build Knowledge</li> </ul>	
b. text to text (text ideas including similarities and differences in fiction and nonfiction)	<ul style="list-style-type: none"> <li>Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>How to Grow a Garden</li> <li>Growing Flowers</li> <li>Think With Me</li> </ul> </li> </ul>

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1D: Independent Text: No 6- 12 Correlation</b>		
<i>Read independently for sustained periods of time by:</i>		
a. engaging with text as developmentally appropriate	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul>	<ul style="list-style-type: none"> <li>• Group reading activities.pdf: All activities, provide opportunities for engagement in group reading.</li> </ul>
<b>2: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>		
<b>2A: Fiction: 6-12 Correlation Reading Literary 1A</b>		
<i>With assistance, read, infer, and draw conclusions to:</i>		
a. identify elements of a story, including setting, character, and key events	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> <li>- 21 stories with suggested discussions to identify characters, settings, or major events</li> </ul> </li> </ul>
b. retell a main event from a story read aloud and familiar stories	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> <li>- 11 stories with discussion ideas to build comprehension</li> </ul> </li> </ul>
c. recognize sensory details and recurring phrases	<ul style="list-style-type: none"> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes; The Big Mitten; The Ugly Duckling</li> <li>• Sing a Rhyme/Song Books</li> </ul>	
d. recognize different types of texts	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> <li>- Lost Socks</li> <li>- Lumpy Mush</li> <li>- Three Little Kittens</li> <li>- The Alligator in the Library</li> <li>- Garden Visitors</li> </ul> </li> </ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>With assistance, read, infer, and draw conclusions to continued:</i>		
e. name author and illustrator of a story and describe how each is telling the story	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Andy's Adventures</li> <li>Rex Is In a Fix</li> <li>Little Monkey</li> </ul> </li> </ul>
f. compare and contrast adventures of characters in familiar stories	<ul style="list-style-type: none"> <li>Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>My Super Sticky Sandwich and Lumpy Mush</li> <li>Lost Socks and Play Ball</li> <li>At Camp and Family Vacation</li> </ul> </li> </ul>
g. ask and answer questions about unknown words in text	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>Unknown Words.pdf: Ask and answer questions about unknown words in a text. <ul style="list-style-type: none"> <li>What Does It Mean?</li> <li>Picture This</li> <li>I See...I Wonder</li> <li>Guess the Covered Word</li> </ul> </li> </ul>
<b>2B: Poetry: 6-12 Correlation Reading Literary 1A, 2A, 2C</b>		
<i>With assistance, read, infer, and draw conclusions to:</i>		
a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy.	
<b>2C: Drama: 6-12 Correlation Reading Literary 1A, 2A, 2C</b>		
<i>With assistance, read, infer, and draw conclusions to:</i>		
a. identify characters in a puppet play or performance by actors	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Describe Characters</li> <li>Papa's Play</li> </ul>	

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>		
<b>3A: Text Features: 6-12 Correlation Reading Informational 1A, 1C</b>		
<i>With assistance, read, infer, and draw conclusions to:</i>		
a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> <li>Seeing Fingers</li> <li>What Is a Cloud?</li> <li>Legs</li> </ul> </li> </ul>
b. use titles and illustrations to make predictions about text	<ul style="list-style-type: none"> <li>Words Tell About the Pictures</li> <li>Informational Books (See titles at end of document.)</li> <li>Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. <ul style="list-style-type: none"> <li>Opposites</li> <li>Watch the Woolly Worm</li> <li>A Story in the Snow</li> </ul> </li> </ul>
c. identify text features	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> <li>Fawn Eyes</li> <li>What Is a Cloud?</li> <li>Legs</li> </ul> </li> </ul>
d. identify the meaning of environmental print	<ul style="list-style-type: none"> <li>Letters Make Words</li> <li>Words in your World</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> <li>Map Text to Speech 1</li> <li>Map Text to Speech 2</li> </ul> </li> </ul>
<b>3B: Literary Techniques: 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C</b>		
<i>With assistance, read, infer, and draw conclusions to:</i>		
a. respond to examples of sensory details	<ul style="list-style-type: none"> <li>Books: Ooey, Gooley, Mud; Fawn Eyes; I Wish I Had Ears Like a Bat</li> </ul>	



# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3C: Text Structures: 6-12 Correlation Reading Informational 2A</b>		
<i>With assistance, read, infer, and draw conclusions to:</i>		
a. ask and answer questions to clarify meaning	<ul style="list-style-type: none"> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>My Super Sticky Sandwich</li> <li>Ooey, Gooey Mud</li> <li>The Alligator in the Library</li> <li>Lost Socks</li> <li>Moving Day</li> <li>Mine</li> </ul> </li> </ul>
b. identify basic similarities and differences between two texts on the same topic	<ul style="list-style-type: none"> <li>Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>How to Grow a Garden</li> <li>Growing Flowers</li> <li>Think With Me</li> </ul> </li> </ul>
c. name the main topic and recall key details of the text	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> <li>Seeing Fingers</li> <li>What Is a Cloud?</li> <li>Legs</li> </ul> </li> </ul>
d. ask and answer questions about unknown words in a text	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>4: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning</b>		
<b>4A: Digital and Media Literacy: 6-12 Correlation Reading Literacy 3A</b>		
<i>With assistance, develop an awareness of media literacy by:</i>		
a. identifying different forms of media	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
b. identifying techniques used in media	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
<b>READING FOUNDATIONS</b>		
<b>1: Understand how English is written and read (Start of Reading Foundations).</b>		
<b>1A Print Awareness: No 6-12 Correlation</b>		
<i>Develop print awareness in the reading process by:</i>		
a. identifying all upper- and lowercase letters	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letters Introduction</li> <li>• Letter Match</li> <li>• Pick the Letter</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>
b. sequencing the letters of the alphabet	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• ABC Order</li> <li>• Alphabetic Order</li> </ul>	
c. demonstrating that books are read left to right, top to bottom	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Following words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> <li>- Print Directionality</li> </ul> </li> </ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Develop print awareness in the reading process by continued:</i>		
d. demonstrating that written words are made up of different letters	<ul style="list-style-type: none"> <li>Letters Make Words</li> <li>Words in your World</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> <li>Map Text to Speech 1</li> <li>Map Text to Speech 2</li> </ul> </li> </ul>
e. knowing that a sentence is comprised of a group of words separated by spaces	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> <li>Print Concepts</li> </ul> </li> </ul>
f. demonstrating one to-one correspondence between spoken words and written words	<ul style="list-style-type: none"> <li>Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> <li>Map Text to Speech 1</li> <li>Map Text to Speech 2</li> </ul> </li> </ul>
<b>2: Understand how English is written and read.</b>		
<b>2A: Phonemic Awareness: No 6-12 Correlation</b>		
<i>Develop phonemic awareness in the reading process by</i>		
a. identifying sounds in spoken words	<ul style="list-style-type: none"> <li>Blend Every Sound (Phonemes)</li> <li>Blend Phonemes</li> <li>Phoneme Segmentation</li> <li>Initial Sounds</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Segmenting</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>
b. producing rhymes in response to spoken words	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Rhyme Match</li> <li>Finish the Picture</li> <li>One Doesn't Rhyme</li> <li>Rhyming Words</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> <li>Change the Rhyme</li> <li>Rhyming Riddles</li> <li>"Down by the Bay"</li> <li>Rhyme Match</li> <li>Rhyming Bingo</li> <li>Sound Sense Cards</li> </ul> </li> </ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Develop phonemic awareness in the reading process by continued</i>		
c. distinguishing orally presented rhyming pairs of words from non - rhyming pairs	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- "Down by the Bay"</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul>
d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound	<ul style="list-style-type: none"> <li>• Initial Sounds</li> <li>• Right Initial Sound</li> <li>• Match Initial Sounds</li> </ul>	
e. blending spoken onsets and rimes to form simple words	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> <li>- Blending: Onset-Rime 1</li> <li>- Blending: Onset-Rime 2</li> </ul> </li> </ul>
f. blending spoken phonemes to form one -syllable words	<ul style="list-style-type: none"> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes Instruction</li> <li>• Blending Riddles</li> <li>• Blend Phonemes</li> <li>• Find the Picture</li> </ul>	
g. isolating the initial, medial , and final sounds in spoken words	<ul style="list-style-type: none"> <li>• Initial Sounds</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Segmenting</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>
h. segmenting spoken words into two or three phonemes	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Segmenting</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3: Understand how English is written and read.</b>		
<b>3A: Phonics: No 6-12 Correlation</b>		
<i>Develop phonics in the reading process by:</i>		
a. producing and writing letter(s) for most short vowel and consonant sounds	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Letters Introduction</li> <li>• Letter Match</li> </ul>	<ul style="list-style-type: none"> <li>• Printing upper and lowercase.pdf: Print many upper and lowercase letters.               <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> </ul>
b. reading high frequency words	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
c. blending letter sounds to decode simple words	<ul style="list-style-type: none"> <li>• Decodable Books (See titles at end of document.)</li> <li>• Blending Dragon</li> <li>• Blend Every Sound</li> </ul>	
d. recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Barnyard Bash</li> </ul>	
<b>4: Understand how English is written and read.</b>		
<b>4A: Fluency: No 6-12 Correlation</b>		
Read, with support, appropriate texts with purpose and understanding	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING</b>		
<b>1: Apply a writing process to develop a text for audience and purpose.</b>		
<b>1A: Prewriting: 6-12 Correlation Writing 2A</b>		
<i>Follow a writing process, with assistance, to generate a writing plan through:</i>		
a. using pictures, oral language or written letters, and/or words	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Trace</li> </ul>	
<b>1B: Draft: 6-12 Correlation Writing 2A</b>		
<i>Appropriate to genre type, develop a draft from prewriting by:</i>		
a. sequencing the actions or details through letters, words, and pictures	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> <li>What Comes Next?</li> </ul>	
<b>1C: Revise/Edit: 6-12 Correlation Writing 3A</b>		
Reread, revise, and edit drafts with assistance from adults/peers to: a. respond to questions and suggestions, adding details to strengthen writing b. edit by leaving spaces between words in a sentence		<ul style="list-style-type: none"> <li>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"> <li>Family Vacation Creative Writing</li> </ul> </li> </ul>
<b>1D: Produce/Publish and Share Writing: 6-12 Correlation Writing 2A</b>		
<i>With assistance from adults/peers:</i>		
a. explore a variety of conventional/digital tools to produce and publish writing	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2: Compose well-developed writing texts for audience and purpose</b>		
<b>2A: Opinion/Argumentative: 6-12 Correlation Writing 2A</b>		
<i>With assistance, draw/write opinion texts that:</i>		
a. use a combination of drawing and/or writing to tell an opinion about a topic or text being studied b. give logical reasons for suggesting that others follow a particular course of action or line of thinking c. use words that are related to the topic	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).                - Write With Me</li> </ul>
<b>2B: Informative/Explanatory: 6-12 Correlation Writing 2A</b>		
<i>With assistance, draw or write informative/ explanatory texts that:</i>		
a. use a combination of drawing and/or writing to name and inform about a topic or a text being studied b. use words that are related to the topic	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.                - Fawn Eyes                - A Story in the Snow</li> </ul>
<b>2C: Narrative/Literary: 6-12 Correlation Writing 2A</b>		
<i>With assistance, draw and/or write fiction or non-fiction narratives and poems that:</i>		
a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined b. tell the reader about a character or personal event c. place events in the order they occurred d. use words that are related to the topic e. provide a reaction to what happened in the events	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Trace</li> <li>Describe Characters</li> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                - The Germs                - Lumpy Mush</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3: Gather, analyze, evaluate, and use information from a variety of sources</b>		
<b>3A: Research Process: 6-12 Correlation Writing 1A</b>		
<i>With assistance, apply research process to:</i>		
a. generate a list of open-ended questions about topics of class interest b. decide what sources or people in the classroom, school, library, or home can answer their questions c. gather evidence from sources d. use pictures in conjunction with writing when documenting research	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Science Investigation</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.               <ul style="list-style-type: none"> <li>Andy's Adventures</li> <li>At Camp</li> <li>I Go...</li> <li>Together</li> <li>Opposites</li> </ul> </li> <li>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"> <li>Think and Write Activity</li> <li>I Go...</li> <li>At Camp</li> <li>Together</li> <li>Opposites</li> </ul> </li> </ul>
<b>LANGUAGE</b>		
<b>1: Communicate using conventions of English language.</b>		
<b>1A: Grammar: 6-12 Correlation Writing 3A</b>		
<i>In speech and written form, apply standard English grammar to:</i>		
a. identify naming words (nouns) and action words (verbs)	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs</li> <li>Nouns</li> <li>Verbs</li> </ul>	
b. use plural words when speaking	<ul style="list-style-type: none"> <li>Songs: Nouns; More Than One</li> <li>Plural Nouns</li> </ul>	
c. express time and space	<ul style="list-style-type: none"> <li>Song: Preposition Cat</li> <li>Book: I Can't Wait</li> <li>Calendar/Graph Weather</li> </ul>	



# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>In speech and written form, apply standard English grammar to continued:</i>		
d. demonstrate the use of complete sentences in shared language activities	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> </ul>
e. use question words in sentences	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Build Knowledge</li> </ul>	
<b>1B: Punctuation, Capitalization, Spelling: 6-12 Correlation Writing 3A</b>		
<i>In written text:</i>		
a. print in upper- and lowercase letters	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Printing upper and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter</li> <li>Letter Picture Handwriting</li> </ul> </li> </ul>
b. recognize that a sentence ends with punctuation marks	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> <li>"I Like Kites" Punctuation</li> </ul> </li> </ul>
c. capitalize own first and last name	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Name Game</li> </ul>	
d. capitalize first word in a sentence	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> <li>"I Like Kites" Punctuation</li> </ul> </li> </ul>
e. capitalize the pronoun I		<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> <li>"I Like Kites" Punctuation</li> </ul> </li> </ul>
f. write and name the printed letters that match the sound	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter</li> <li>Letter Picture Handwriting</li> </ul> </li> </ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>In written text continued:</i>		
g. use inventive spelling with beginning, final, and medial sounds	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> <li>Barnyard Bash</li> </ul>	<ul style="list-style-type: none"> <li>Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                             <ul style="list-style-type: none"> <li>Spelling by Sound Activity</li> </ul> </li> </ul>
h. write and name letters for consonant and vowel sounds	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Name That Letter Sound</li> <li>Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).                             <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter</li> <li>Letter Picture Handwriting</li> </ul> </li> </ul>
i. use correct spelling of own first and last names	<ul style="list-style-type: none"> <li>Name Game</li> </ul>	
<b>SPEAKING AND LISTENING</b>		
<b>1: Listen for a purpose.</b>		
<b>1A: Purpose: 6-12 Correlation Speaking/Listening 1A, 1C</b>		
<i>Develop and apply effective listening skills and strategies in formal and informal settings by:</i>		
a. following classroom listening rules	Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Speaking and listening.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
b. continuing a conversation through multiple exchanges		<ul style="list-style-type: none"> <li>Conversation building.pdf: Continue a conversation through multiple exchanges.                             <ul style="list-style-type: none"> <li>Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
c. following one-step instructions, according to classroom expectations	Children interacting with Waterford are constantly listening to input and responding with choices often to detailed, multi-step directions.	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2: Listen for entertainment.</b>		
2A: Entertainment: No 6-12 Correlation		
<i>Develop and apply effective listening skills and strategies in formal and informal settings by:</i>		
a. demonstrating active listening, according to classroom expectations	Children interacting with Waterford must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.	<ul style="list-style-type: none"> <li>Conversation building.pdf: Continue a conversation through multiple exchanges.                             <ul style="list-style-type: none"> <li>Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
<b>3: Speak effectively in collaborative discussions.</b>		
3A: Collaborative Discussions: 6-12 Correlation Speaking/Listening 1A, 1C		
<i>Speak clearly using conventions of language when presenting individually or with a group by:</i>		
a. taking turns speaking, according to classroom expectations		<ul style="list-style-type: none"> <li>Speaking and listening.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
b. continuing a conversation through multiple exchanges	Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Speaking and listening.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media	<ul style="list-style-type: none"> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>My Super Sticky Sandwich</li> <li>Ooey, Goey Mud</li> <li>The Alligator in the Library</li> <li>Lost Socks</li> <li>Moving Day</li> <li>Mine</li> </ul> </li> </ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>4: Speak effectively when presenting.</b>		
<i>Speak clearly and audibly, using conventions of language when presenting individually or with a group by:</i>		
a. describing personal experiences using a prop, picture, or other visual aid		<ul style="list-style-type: none"> <li>Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>
b. speaking in complete sentences	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	
<b>GRADE 1</b>		
<b>READING</b>		
<b>1: Develop and apply skills to the reading process.</b>		
<b>1A: Comprehension: 6-12 Correlation Reading Literary 1A, Reading Informational 1A</b>		
<i>Develop and demonstrate reading skills in response to reading text and read-alouds by:</i>		
a. predicting what will happen next using prior knowledge	<ul style="list-style-type: none"> <li>Peek at the Story</li> <li>Predicting</li> </ul>	
b. asking and responding to relevant questions	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Ask a Question</li> <li>Sum Up: Five Ws</li> <li>Informational Books</li> <li>Traditional Tales</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Key Details Narrative.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Anansi and the Seven Yarn Hills</li> <li>Mr. Lucky Straw</li> </ul> </li> <li>Key details Informational.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>Water is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to Be a Scientist Like Jane Goodall</li> <li>I Want to Be a Scientist Like George Washington Carver</li> <li>I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Develop and demonstrate reading skills in response to reading text and read-alouds by continued:		
c. seeking clarification and locating facts and details about stories and other texts	<ul style="list-style-type: none"><li>• Reading Detective</li><li>• Describe Characters</li><li>• Recall Details</li><li>• Sum Up: Five Ws</li><li>• Sum Up: Remember Order</li><li>• Traditional Tales (See titles at end of document.)</li></ul>	<ul style="list-style-type: none"><li>• Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text.<ul style="list-style-type: none"><li>- How to Grow a Garden</li></ul></li><li>• 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"><li>- The Gingerbread Man</li><li>- The Little Red Hen</li><li>- The City Mouse and the Country Mouse</li><li>- The Brothers</li></ul></li></ul>
d. retelling main ideas in sequence including key details	<ul style="list-style-type: none"><li>• Recall Details</li><li>• Sum Up: Remember Order</li><li>• Sum Up: Five Ws</li><li>• Traditional Tales (See titles at end of document.)</li></ul>	<ul style="list-style-type: none"><li>• Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.<ul style="list-style-type: none"><li>- The Three Little Pigs</li><li>- Mr. Lucky Straw</li></ul></li></ul>
e. recognizing beginning, middle, and end	<ul style="list-style-type: none"><li>• Sum Up: Remember Order</li><li>• What Comes Next?</li></ul>	<ul style="list-style-type: none"><li>• Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.<ul style="list-style-type: none"><li>- The Three Little Pigs</li><li>- Mr. Lucky Straw</li></ul></li></ul>
f. monitoring comprehension and making corrections and adjustments when that understanding breaks down	Waterford runs on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity.	
1B: Vocabulary: 6-12 Correlation Reading Literary 1B, Reading Informational 1B		
Develop an understanding of vocabulary by:		
a. using common affixes to figure out the meaning of a word	<ul style="list-style-type: none"><li>• Songs: More Than One; Put It At the Front; Put It At the End</li><li>• Prefixes</li><li>• Suffixes</li></ul>	<ul style="list-style-type: none"><li>• 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"><li>- Affixes and Inflections</li></ul></li></ul>
b. identifying common root words and their inflectional endings	<ul style="list-style-type: none"><li>• Song: Tricky Y to I</li><li>• Change Y to I</li></ul>	<ul style="list-style-type: none"><li>• Frequently Occurring Root Words.pdf: Identify Frequently Occurring Root Words and their inflectional forms.<ul style="list-style-type: none"><li>- Affixes and Inflections</li></ul></li></ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Develop an understanding of vocabulary by continued:</i>		
c. identifying words that name actions and words that name persons, places, or things	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs</li> <li>Nouns</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Verbs.pdf: Use verbs to convey a sense of past, present, and future.                             <ul style="list-style-type: none"> <li>Verbs</li> </ul> </li> <li>Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.                             <ul style="list-style-type: none"> <li>Plural Nouns</li> <li>Verbs and Nouns</li> <li>Verb Endings</li> </ul> </li> </ul>
d. recognizing that compound words are made up of shorter words	<ul style="list-style-type: none"> <li>Songs: Compound Words</li> <li>Compound Words</li> <li>Identify Compound Words</li> </ul>	
e. determining what words mean from how they are used in context of a sentence either heard or read	<ul style="list-style-type: none"> <li>Rusty and Rosy's Clues</li> <li>Readable Books (See titles at end of document.)</li> <li>Word Patterns</li> <li>Pattern Hunt</li> </ul>	
f. sorting words into conceptual categories	<ul style="list-style-type: none"> <li>Book: The Birds, the Beast, and the Bat</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Sorting Objects</li> </ul> </li> </ul>
g. distinguishing shades of meaning among verbs and adjectives	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Adjectives Describe; Verbs</li> <li>Synonyms</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Shades of Meaning: Verbs and Adjectives</li> </ul> </li> </ul>
h. locating words in a dictionary	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	
i. using words and phrases acquired through conversations, reading and being read to, and responding to texts	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1C: Making Connections: 6-12 Correlation Reading Literary 3B</b>		
<i>Determine the connection between:</i>		
a. text to text (text ideas, including similarities and differences in fiction and nonfiction)	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Connect to Me</li> <li>Compare Characters</li> <li>Build Knowledge</li> <li>Recall Details</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Information vs. Story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> <li>Text Type Activity—Narrative Text</li> <li>Text Type Activity—Informational Text</li> <li>How to Grow a Garden</li> </ul> </li> <li>Connecting Ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> <li>Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> </ul> </li> </ul>
<b>1D: Independent Text: No 6- 12 Correlation</b>		
<i>Read independently for multiple purposes over sustained periods of time by:</i>		
a. engaging with and reading text that is developmentally appropriate	<ul style="list-style-type: none"> <li>Build Knowledge</li> <li>Traditional Tales</li> <li>Readable Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Informational Reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1. <ul style="list-style-type: none"> <li>Water Is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to Be a Scientist Like Jane Goodall</li> <li>I Want to Be a Scientist Like George Washington Carver</li> <li>I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>
b. producing evidence of reading	Individual student responses determine the activity variations they will encounter that provide numerous opportunities for practice and review in Waterford. Personalized instruction enables students to progress through the sequence at their own pace, offering more challenging activities when they are ready.	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>		
<b>2A: Fiction: 6-12 Correlation Reading Literary 1A</b>		
<i>Read, infer, analyze, and draw conclusions to:</i>		
a. describe characters, setting, problem, solution, and events in logical sequences	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Describe the Story 2.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> </ul> </li> </ul>
b. describe the main idea of a story	<ul style="list-style-type: none"> <li>Recall Details</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
c. describe sensory details	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> <li>Lizard and the Painted Rock</li> <li>The Big Mitten</li> <li>The City and the Country Mouse</li> <li>La Tortuga</li> <li>The Shoemaker and the Elves</li> <li>The Brothers</li> <li>The Ugly Duckling</li> </ul> </li> </ul>
d. explain recurring phrases and why they are used		<ul style="list-style-type: none"> <li>Identify Meaning of Words and Phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> <li>Animal Bodies</li> <li>Star Pictures</li> </ul> </li> </ul>



# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Read, infer, analyze, and draw conclusions to continued:</i>		
e. explain the actions of the main character and the reasons for those actions	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>The Gingerbread Man</li> <li>The Little Red Hen</li> <li>The City Mouse and the Country Mouse</li> <li>The Brothers</li> </ul> </li> <li>Describe the Story 2.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> <li>The Three Little Pigs</li> </ul> </li> </ul>
f. identify who is telling the story	<ul style="list-style-type: none"> <li>Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves</li> </ul>	<ul style="list-style-type: none"> <li>Who Is Telling the Story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> <li>Who Is the Speaker?</li> <li>The Brothers</li> <li>The City Mouse and the Country Mouse</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
g. compare and contrast adventures and experiences of characters in stories	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Character Experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> <li>The City Mouse and the Country Mouse</li> </ul> </li> </ul>
<b>2B: Poetry: 6-12 Correlation Reading Literary 1A, 2A, 2C</b>		
<i>Read, infer, and draw conclusions to:</i>		
a. use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy.	

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2C: Drama: 6-12 Correlation Reading Literary 1A, 2A, 2C</b>		
<i>Read, infer, and draw conclusions to:</i>		
a. identify characters and dialogue in plays or performances by actors	<ul style="list-style-type: none"> <li>Book: Three Billy Goats Gruff</li> <li>Papa's Play</li> </ul>	
b. recognize sensory details in literary texts	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               <ul style="list-style-type: none"> <li>Lizard and the Painted Rock</li> <li>The Big Mitten</li> <li>The City and the Country Mouse</li> <li>La Tortuga</li> <li>The Shoemaker and the Elves</li> <li>The Brothers</li> <li>The Ugly Duckling</li> </ul> </li> </ul>
<b>3: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>		
<b>3A: Text Features: 6-12 Correlation Reading Informational 1A, 1C</b>		
<i>Read, infer, and draw conclusions to:</i>		
a. use text features to restate the main idea	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text.               <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Star Pictures</li> </ul> </li> </ul>
c. use text features to locate specific information in text	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text.               <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
d. follow written multi-step directions with picture cues to assist with understanding	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text.               <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3B: Literary Techniques: 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C</b>		
<i>Read, infer, and draw conclusions to:</i>		
a. distinguish between fiction and nonfiction	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Compare Characters</li> <li>• Build Knowledge</li> <li>• Recall Details</li> <li>• Informational Books</li> <li>• Traditional Tales</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Information vs. Story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.               <ul style="list-style-type: none"> <li>- Text Type Activity—Narrative Text</li> <li>- Text Type Activity—Informational Text</li> <li>- How to Grow a Garden</li> </ul> </li> </ul>
b. identify examples of sensory details	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               <ul style="list-style-type: none"> <li>- Lizard and the Painted Rock</li> <li>- The Big Mitten</li> <li>- The City and the Country Mouse</li> <li>- La Tortuga</li> <li>- The Shoemaker and the Elves</li> <li>- The Brothers</li> <li>- The Ugly Duckling</li> </ul> </li> </ul>
<b>3C: Text Structures: 6-12 Correlation Reading Informational 2A</b>		
<i>Read, infer, and draw conclusions to:</i>		
a. ask and answer questions to clarify meaning	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• Identifying Meaning of Words and Phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.               <ul style="list-style-type: none"> <li>- Animal Bodies</li> <li>- Star Pictures</li> </ul> </li> </ul>
b. identify main ideas and provide supporting details	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Identifying the main topic.pdf: Identify the main topic and retell key details of a text.</li> <li>• Water is All Around               <ul style="list-style-type: none"> <li>- Animal Bodies</li> <li>- I Wish I Had Ears Like a Bat</li> <li>- I Want to Be a Scientist Like Jane Goodall</li> <li>- I Want to Be a Scientist Like George Washington Carver</li> <li>- I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Read, infer, and draw conclusions to continued:</i>		
c. describe the connection between two individuals, events, ideas, or pieces of information in a text	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Build Knowledge</li> <li>• Recall Details</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting Ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> <li>- Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> </ul> </li> </ul>
d. identify reasons an author gives to support points in a text	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Supporting Points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> </ul> </li> </ul>
e. identify similarities and differences between texts on the same topic	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- How to Grow a Garden</li> <li>- Growing Flowers</li> </ul> </li> </ul>
<b>4: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b>		
<b>4A: Digital and Media Literacy: 6-12 Correlation Reading Literary 3A</b>		
<i>With assistance, develop an awareness of media literacy by:</i>		
a. distinguishing purposes of media	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
b. explaining techniques used in media	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING FOUNDATIONS</b>		
<b>1A: Print Awareness: No 6-12 Correlation</b>		
<i>Develop print awareness in the reading process by:</i>		
a. recognizing that sentences are comprised of words separated by spaces	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	
b. recognizing the distinguishing features of a sentence	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Capital Letters; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> <li>- Sentence Strips</li> <li>- Language Concepts</li> </ul> </li> </ul>
<b>2: Understand how English is written and read.</b>		
<b>2A: Phonemic Awareness: No 6-12 Correlation</b>		
<i>Develop phonemic awareness in the reading process by:</i>		
a. producing and identifying sounds and syllables in spoken words	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Where Is the Sound?</li> </ul>	
b. distinguishing between long and short vowel sounds	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse</li> </ul>	<ul style="list-style-type: none"> <li>• Long vs. Short Vowel Sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> <li>- Phonics and Word Recognition</li> <li>- Long and Short Vowel Cards</li> </ul> </li> </ul>
c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed	<ul style="list-style-type: none"> <li>• Phoneme Eliminator</li> <li>• One, Two, Three Sounds</li> <li>• Phoneme Substitution</li> </ul>	
d. blending spoken phonemes to form one - or two - syllable words including consonant blends	<ul style="list-style-type: none"> <li>• Song: Blends: Consonants Together</li> <li>• Blend Phonemes</li> <li>• Blending</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blending Riddles</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Blending: Onset-Rime</li> <li>- Phoneme Blending</li> <li>- Sound Sense Bingo Cards</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Develop phonemic awareness in the reading process by continued:</i>		
e. segmenting spoken words of three to five phonemes into individual phonemes	<ul style="list-style-type: none"> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting Words into Phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> <li>Counting Individual Phonemes</li> <li>Phoneme Segmentation</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>
<b>3: Understand how English is written and read.</b>		
<b>3A: Phonics: No 6-12 Correlation</b>		
<i>Develop phonics in the reading process by:</i>		
a. decoding words in context by using letter-sound knowledge	<ul style="list-style-type: none"> <li>Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words</li> <li>Word Mastery</li> <li>Letter Sound</li> <li>Name That Sound</li> <li>Key Word Match</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Word Construction</li> <li>Word Pattern Spelling</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound Correspondences.pdf.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>Readable Books/Letter Patterns</li> <li>Pattern Word Blending</li> <li>Consonant Blending</li> <li>Pattern Word Building</li> <li>Digraphs:-tch, ch</li> <li>Pattern Word Games</li> <li>Reading Tricks</li> <li>Word Building Activity</li> <li>Letter Cards</li> <li>Key Word Cards</li> </ul> </li> </ul>
b. identifying letters for the spelling of short and long vowels	<ul style="list-style-type: none"> <li>Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas</li> <li>Key Word Match</li> <li>Word Construction</li> <li>Word Pattern</li> <li>Pattern Hunt</li> <li>Word Blending</li> <li>Word Mastery Games</li> <li>Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Pattern Word Building</li> <li>Word Study Introduction</li> <li>Spelling</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Develop phonics in the reading process by:</i>		
c. producing consonant blends	<ul style="list-style-type: none"> <li>Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows</li> <li>Blend Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound Correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>
d. producing consonant digraphs	<ul style="list-style-type: none"> <li>Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Charley Chick</li> <li>Blend Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound Correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>
e. combining sounds from letters and common spelling patterns to create and decode recognizable words	<ul style="list-style-type: none"> <li>Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words</li> <li>Word Mastery</li> <li>Letter Sound</li> <li>Name That Sound</li> <li>Key Word Match</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Word Construction</li> <li>Word Pattern Spelling</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound Correspondences.pdf.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>Readable Books/Letter Patterns</li> <li>Pattern Word Blending</li> <li>Consonant Blending</li> <li>Pattern Word Building</li> <li>Digraphs:-tch, ch</li> <li>Pattern Word Games</li> <li>Reading Tricks</li> <li>Word Building Activity</li> <li>Letter Cards</li> <li>Key Word Cards</li> </ul> </li> </ul>
f. using syllabication patterns to decode words	<ul style="list-style-type: none"> <li>Decode Syllable Words: CVC; Open; Open &amp; Closed; Consonant+le; Multisyllabic</li> <li>Decode Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>Two Syllable Letter Patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> <li>Reading Trick: Key Word Match; Pattern Hunt; Mystery Word</li> </ul> </li> </ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Develop phonics in the reading process by continued:</i>		
g. reading irregularly spelled words	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Word Mastery</li> <li>• Power Words</li> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> <li>- Say, Spell, Write</li> <li>- Power Word Cards</li> </ul> </li> </ul>
h. reading root words with inflectional endings	<ul style="list-style-type: none"> <li>• Song: Put It at the End</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently Occurring Root Words.pdf: Identify Frequently Occurring Root Words and their inflectional forms. <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>
i. reading contractions and compound words	<ul style="list-style-type: none"> <li>• Songs: Compound Words; Contraction Action</li> <li>• Compound Words</li> <li>• Contractions</li> </ul>	
j. reading high-frequency words	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
k. demonstrating decoding skills when reading	<ul style="list-style-type: none"> <li>• Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words</li> <li>• Word Mastery</li> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Spell and Blend</li> <li>• Word Construction</li> <li>• Word Pattern Spelling</li> <li>• Say and Trace</li> <li>• Decode Syllable Words: CVC; Open; Open &amp; Closed; Consonant+le; Multisyllabic</li> <li>• Decode Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound Correspondences.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>- Readable Books/Letter Patterns</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Digraphs: -tch, ch</li> <li>- Pattern Word Games</li> <li>- Reading Tricks</li> <li>- Word Building Activity</li> <li>- Letter Cards</li> <li>- Key Word Cards</li> </ul> </li> <li>• Two Syllable Letter Patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> <li>- Reading Trick: Key Word Match; Pattern Hunt; Mystery Word</li> </ul> </li> </ul>



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<b>4: Understand how English is written and read.</b>		
<b>4A: Fluency: No 6-12 Correlation</b>		
Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> <li>– Readable Books Chart</li> <li>– Repeated Readings</li> <li>– Fluency Check Sheets</li> </ul> </li> </ul>
a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	<ul style="list-style-type: none"> <li>• Song: Look For a Clue</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> <li>– Use-a-clue</li> </ul> </li> </ul>
<b>WRITING</b>		
<b>1: Apply a writing process to develop a text for audience and purpose.</b>		
<b>1A: Prewriting: 6-12 Correlation Writing 2A</b>		
<i>Follow a writing process to plan a first draft by:</i>		
a. brainstorming and recording key ideas		<ul style="list-style-type: none"> <li>• 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).</li> </ul>
<b>1B: Draft: 6-12 Correlation Writing 2A</b>		
<i>Appropriate to genre type, develop a draft from prewriting by:</i>		
a. sequencing ideas into sentences and staying on topic throughout the text b. generating evidence of a simple opening and simple closing		<ul style="list-style-type: none"> <li>• 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).</li> </ul>

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1C: Revise/Edit: 6-12 Correlation Writing 3A</b>		
<i>Reread, revise, and edit drafts with assistance from adults/peers to:</i>		
a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing b. edit by leaving spaces between words in sentences c. edit for language conventions		<ul style="list-style-type: none"> <li>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"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
<b>1D: Produce/Publish and Share Writing: 6-12 Correlation Writing 2A</b>		
<i>With assistance from adults/peers:</i>		
a. use a variety of conventional/digital tools to produce and publish writing	Waterford includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
<b>2: Compose well-developed writing texts for audience and purpose</b>		
<b>2A: Opinion/Argumentative: 6-12 Correlation Writing 2A</b>		
<i>Write opinion texts that:</i>		
a. introduce a topic or text being studied b. state an opinion about the topic or text and provide a reason for the opinion c. use some specific words that are related to the topic d. follow a sense of order in writing e. provide some sense of closure		<ul style="list-style-type: none"> <li>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"> <li>Opinion Writing Activities</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2B: Informative/Explanatory: 6-12 Correlation Writing 2A</b>		
<i>Write informative/ explanatory texts that:</i>		
a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic c. follow a sense of order in writing d. create some sense of closure		<ul style="list-style-type: none"> <li>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"> <li>Topical Writing Activities</li> </ul> </li> </ul>
<b>2C: Narrative/Literary: 6-12 Correlation Writing 2A</b>		
<i>Write fiction or nonfiction narratives and poems that:</i>		
a. narrate a story or experience b. use details to describe the story or experience c. place events in the order they occurred d. use linking words to indicate beginning/middle/ end e. use words that are related to the topic f. provide a reaction to what happened in the events		<ul style="list-style-type: none"> <li>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"> <li>Narrative Writing Activities</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3: Gather, analyze, evaluate, and use information from a variety of sources</b>		
<b>3A: Research Process: 6-12 Correlation Writing 1A</b>		
<i>With assistance, apply research process to:</i>		
<ul style="list-style-type: none"> <li>a. generate a list of open-ended questions about topics of interest</li> <li>b. decide what sources of information might be relevant to answer these questions</li> <li>c. gather personal and natural evidence from available sources as well as from interviews with local experts</li> <li>d. organize information found during group or individual research, using graphic organizers or other aids</li> <li>e. make informal presentations of information gathered</li> <li>f. self-evaluate using previously established teacher/student criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> <li>- Prewriting</li> </ul> </li> <li>• 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).</li> </ul>
<b>LANGUAGE</b>		
<b>1: Communicate using conventions of English language.</b>		
<b>1A: Grammar: 6-12 Correlation Writing 3A</b>		
<i>In speech and written form, apply standard English grammar to:</i>		
a. use nouns and action verbs that designate past, present, and future in sentences	<ul style="list-style-type: none"> <li>• Songs: More Than One; Nouns; What Is a Sentence?</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> <li>- Plural Nouns</li> <li>- Verbs and Nouns</li> <li>- Verb Endings</li> </ul> </li> </ul>
b. use adjectives/adverbs in sentences	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>- Who Am I?</li> <li>- Adjectives</li> </ul> </li> </ul>
c. use the conjunctions and, but, and so in sentences	<ul style="list-style-type: none"> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> </ul>

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>In speech and written form, apply standard English grammar to continued:</i>		
d. use the articles a, an, and the in sentences	<ul style="list-style-type: none"> <li>Power Words</li> </ul>	<ul style="list-style-type: none"> <li>Determiners.pdf: Use determiners.                             <ul style="list-style-type: none"> <li>Determiners</li> </ul> </li> </ul>
e. use common prepositions	<ul style="list-style-type: none"> <li>Song: Preposition Cat</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>Preposition</li> </ul> </li> </ul>
f. use common pronouns	<ul style="list-style-type: none"> <li>Song: Pronouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Pronouns.pdf: Use personal, possessive, and indefinite pronouns.                             <ul style="list-style-type: none"> <li>Pronouns</li> </ul> </li> </ul>
g. produce complete simple and compound sentences	<ul style="list-style-type: none"> <li>Songs: What Is a sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Types of Sentences</li> <li>Skill Builder Song</li> </ul> </li> </ul>
<b>1B: Punctuation, Capitalization, Spelling: 6-12 Correlation Writing 3A</b>		
<i>In written text:</i>		
a. print legibly, using correct spacing between words and sentences	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
b. use ending punctuation	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Name That Sentence Mark</li> <li>Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation.pdf: Use end punctuation for sentences.                             <ul style="list-style-type: none"> <li>A Closer Look</li> <li>What's My Sentence?</li> <li>Sentence Strips</li> <li>Punctuation</li> <li>Sentences</li> </ul> </li> </ul>
c. capitalize the first letter of others' first and last names	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the dates and names of people.                             <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> </ul>
d. use commas to separate single words in a series	<ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma</li> <li>Edit Commas</li> </ul>	<ul style="list-style-type: none"> <li>Commas.pdf: Use commas in dates and to separate single words in a series.                             <ul style="list-style-type: none"> <li>Commas</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>In written text continued:</i>		
e. spell words using regular spelling patterns	<ul style="list-style-type: none"> <li>Song: Double the Fun</li> <li>Double the Fun</li> <li>Word Pattern</li> <li>Spell and Blend</li> <li>Word Blending</li> <li>Say and Trace</li> <li>Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> <li>/ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones</li> </ul> </li> </ul>
f. spell words phonetically using phonemic awareness and spelling knowledge	<ul style="list-style-type: none"> <li>Letter Sound</li> <li>Spelling Scramble</li> <li>Spell and Blend</li> <li>Word Blending</li> <li>Word Pattern</li> <li>Say and Trace</li> <li>Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Spell Untaught Spelling Words.pdf: spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <ul style="list-style-type: none"> <li>Word Pattern Cards</li> <li>Key Word Cards</li> </ul> </li> </ul>
g. arrange words in alphabetical order to the first letter	<ul style="list-style-type: none"> <li>Alphabetic Order (1st Letter)</li> <li>ABC Order (1st Letter)</li> </ul>	
<b>SPEAKING AND LISTENING</b>		
<b>1: Listen for a purpose.</b>		
<b>1A: Purpose: 6-12 Correlation Speaking/Listening 1A, 1C</b>		
<i>Develop and apply effective listening skills and strategies in formal and informal settings by:</i>		
a. following classroom listening rules	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
b. building on others' talk in conversations by responding to the comments of others		<ul style="list-style-type: none"> <li>Conversation Building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
c. following two-step instructions, according to classroom expectations	While interacting with Waterford, children listen to and follow multi-step directions.	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2: Listen for entertainment.</b>		
2A: Entertainment: No 6-12 Correlation		
<i>Develop and apply effective listening skills and strategies in formal and informal settings by:</i>		
a. demonstrating active listening, according to classroom expectations	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
<b>3: Speak effectively in collaborative discussions.</b>		
3A: Collaborative Discussions: 6-12 Correlation Speaking/Listening 1A, 1C		
<i>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</i>		
a. taking turns speaking, according to classroom expectations		<ul style="list-style-type: none"> <li>Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
b. building on others' talk in conversations by responding to comments of others		<ul style="list-style-type: none"> <li>Conversation Building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions		<ul style="list-style-type: none"> <li>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"> <li>Ask and Answer Activity</li> </ul> </li> </ul>
<b>4: Speak effectively when presenting.</b>		
4A: Presenting: 6-12 Correlation Speaking/Listening 2A, 2B, 2C		
<i>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</i>		
a. explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding		<ul style="list-style-type: none"> <li>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"> <li>Ask and Answer Activity</li> </ul> </li> </ul>
b. reciting poetry with a group or individually	<ul style="list-style-type: none"> <li>Books: Poetry Book 1; Poetry Book 2</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	
c. using complete sentences and adjusting volume, as needed	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Expression</li> </ul>	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 2</b>		
<b>READING</b>		
<b>1: Develop and apply skills to the reading process.</b>		
<b>1A: Comprehension: 6-12 Correlation Reading Literary 1A, Reading Informational 1A</b>		
<i>Develop and demonstrate reading skills in response to text by:</i>		
a. using text features to make and confirm predictions, explain why not confirmed	<ul style="list-style-type: none"> <li>• Reading Detective</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- 52 Online books to practice strategies for understanding.</li> </ul> </li> <li>• 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"> <li>- How to Grow a Garden</li> </ul> </li> <li>• 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"> <li>- 27 Online books to demonstrate understanding characters, setting, and plot.</li> </ul> </li> </ul>
b. asking and responding to relevant questions	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up: Remember Order</li> <li>• Reading Detective (Peek at the Story/Check My Guess)</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- 52 Online books to practice strategies for understanding.</li> <li>- Vocabulary Match: Islands and Volcanoes</li> <li>- Vocabulary Match: Tornadoes</li> </ul> </li> </ul>



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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Develop and demonstrate reading skills in response to text by continued:</i>		
c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Compare Characters</li> <li>Map the Story</li> <li>Sum Up: Remember Order</li> <li>Reading Detective (Peek at the Story/Check My Guess)</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>52 Online books to practice strategies for understanding.</li> <li>Vocabulary Match: Islands and Volcanoes</li> <li>Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Why Wind and Water Fight</li> <li>The Snow Lion</li> <li>How Rivers Began</li> <li>The Story of Tong and Mai Nhia</li> </ul> </li> </ul>
e. monitoring comprehension and making corrections and adjustments when understanding breaks down	Waterford runs on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity.	
<b>1B: Vocabulary: 6-12 Correlation Reading Literary 1B, Reading Informational 1B</b>		
<i>Develop an understanding of vocabulary by:</i>		
a. using prefixes, root words, and suffixes to determine the meaning of words	<ul style="list-style-type: none"> <li>Song: Put It at the Front; Key Words</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Adding Prefixes to Known Words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> <li>Invent a Word: Prefixes and Suffixes</li> <li>Build a Word: Prefixes and Suffixes</li> <li>Prefixes</li> </ul> </li> </ul>
b. using knowledge of the meaning of individual words to determine the meaning of compound words	<ul style="list-style-type: none"> <li>Songs: Compound Words; Key Words</li> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Combining Known Individual Words.pdf: Use knowledge of the meaning of individual words to predict the meaning of compound words. <ul style="list-style-type: none"> <li>Compound Word Game</li> </ul> </li> </ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Develop an understanding of vocabulary by continued:</i>		
c. using context to determine the meaning of a new word or multiple meaning word in text	<ul style="list-style-type: none"> <li>Song: Look for a CLue</li> <li>Picture Clues</li> <li>Words Tell About the Pictures</li> </ul>	
d. using antonyms and synonyms	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Antonym Ant</li> <li>Synonyms</li> <li>Antonyms</li> </ul>	
e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Using Glossaries and Dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> <li>Vocabulary Dictionary</li> </ul> </li> </ul>
f. distinguishing meaning among closely related verbs and adjectives	<ul style="list-style-type: none"> <li>Song: Synonym Tree</li> <li>Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>Closely Related Verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> </ul>
g. recognizing that some words have literal and nonliteral meanings		<ul style="list-style-type: none"> <li>“Eating While Reading”.pdf: How can we use figurative language to make our writing more exciting? <ul style="list-style-type: none"> <li>Previewing Figurative Language</li> <li>Guess the Object</li> <li>Group Storytelling</li> <li>“Eating While Reading” Recipe Writing</li> <li>Recipe Editing</li> <li>“Eating While Reading” Cookbook Making</li> </ul> </li> </ul>
h. using conversational, general academic, and domain specific words and phrases	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1C: Making Connections: 6-12 Correlation Reading Literary 3B</b>		
<i>Determine the relevant connections between:</i>		
a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction)	<ul style="list-style-type: none"> <li>Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> <li>Build Knowledge</li> <li>Compare Characters</li> <li>Read-Along Books</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> <li>Louis Braille</li> <li>Reaching Above</li> <li>The Courage to Learn</li> <li>Discovering Dinosaurs</li> </ul> </li> <li>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"> <li>Story Variations Activity</li> </ul> </li> </ul>
b. text to world (text ideas regarding experiences in the world)	<ul style="list-style-type: none"> <li>Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> </ul>	<ul style="list-style-type: none"> <li>Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> <li>Louis Braille</li> <li>Reaching Above</li> <li>The Courage to Learn</li> <li>Discovering Dinosaurs</li> </ul> </li> </ul>
<b>1D: Independent Text: No 6- 12 Correlation</b>		
<i>Read independently for multiple purposes over sustained periods of time by:</i>		
a. reading text that is developmentally appropriate	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	<ul style="list-style-type: none"> <li>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.</li> <li>Reading with Understanding.pdf: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>
b. producing evidence of reading	Waterford runs on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity.	

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>		
<b>2A: Fiction: 6-12 Correlation Reading Literary 1A</b>		
<i>Read, infer, analyze, and draw conclusions to:</i>		
a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Compare Characters</li> <li>Map the Story</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>52 Online books to practice strategies for understanding.</li> </ul> </li> </ul>
b. describe the main characters in works of fiction, including their traits, motivations, and feelings	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters: Why Wind and Water Fight</li> <li>Map the Story</li> <li>Sum Up: Five Ws</li> <li>Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>How are Characters Affected by Story Events .pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> <li>What if You Were an Octopus?</li> <li>Why Wind and Water Fight</li> </ul> </li> </ul>
c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events	<ul style="list-style-type: none"> <li>Compare Characters</li> <li>Read-Along Books</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Story Variations Activity</li> </ul> </li> </ul>
d. describe cause and-effect relationships	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters: Why Wind and Water Fight</li> <li>Map the Story</li> <li>Sum Up: Five Ws</li> <li>Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>How are Characters Affected by Story Events .pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> <li>What if You Were an Octopus?</li> <li>Why Wind and Water Fight</li> </ul> </li> </ul>
e. explain how the story changes based on who is telling the story	<ul style="list-style-type: none"> <li>Books: Why Wind and Water Fight; Three Billy Goats Gruff</li> <li>Compare Characters</li> <li>Expression: Quotations</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Story Structure Activity</li> </ul> </li> </ul>
f. compare and contrast the differences in points of view of characters and how stories are narrated	<ul style="list-style-type: none"> <li>Books: Why Wind and Water Fight; Three Billy Goats Gruff</li> <li>Compare Characters</li> <li>Expression: Quotations</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Story Structure Activity</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2B: Poetry: 6-12 Correlation Reading Literary 1A, 2A, 2C</b>		
<i>Read, infer, and draw conclusions to:</i>		
a. describe how rhythm, rhyme, and repetition create imagery in poetry	<ul style="list-style-type: none"> <li>Books: Bad News Shoes; I Hate Peas; Movin' to the Music</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.                             <ul style="list-style-type: none"> <li>Poetry Book 1</li> <li>Poetry Book 2</li> <li>Bad News Shoes</li> <li>Movin' to the Music Time</li> <li>Winter Snoozers</li> </ul> </li> </ul>
b. use onomatopoeia	<ul style="list-style-type: none"> <li>Books: Macaw's Chorus; Shell Houses; Thump, Bump; Anansi and the Seven Yam Hills; The Noise in the Night</li> </ul>	
<b>2C: Drama: 6-12 Correlation Reading Literary 1A, 2A, 2C</b>		
<i>Read, infer, and draw conclusions to:</i>		
a. identify characters, setting, acts, and scenes in plays	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Compare Characters</li> <li>Map the Story</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Story Structure Activity</li> </ul> </li> </ul>
b. identify the elements of dialogue and use them in informal plays	<ul style="list-style-type: none"> <li>Expression: Quotations</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Story Structure Activity</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>		
<b>3A: Text Features: 6-12 Correlation Reading Informational 1A, 1C</b>		
<i>Read, infer, and draw conclusions to:</i>		
a. identify the main idea of sections of text and distinguish it from the topic	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Great White Bird</li> <li>The Talking Lizard</li> <li>Winter Snoozers</li> <li>The Courage to Learn</li> <li>The Bee's Secret</li> <li>Reaching Above</li> </ul> </li> </ul>
b. demonstrate understanding by locating facts to answer and/or ask questions	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>How to Grow a Garden</li> </ul> </li> </ul>
c. use text features to locate specific information	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>How to Grow a Garden</li> </ul> </li> </ul>
d. explain common graphic features to assist in the interpretation of text	<ul style="list-style-type: none"> <li>Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying with Pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
e. follow written multi-step directions	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.	<ul style="list-style-type: none"> <li>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"> <li>How to Grow a Garden</li> </ul> </li> </ul>
f. describe connections between and state the order of the events or ideas	<ul style="list-style-type: none"> <li>Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> <li>Louis Braille</li> <li>Reaching Above</li> <li>The Courage to Learn</li> <li>Discovering Dinosaurs</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3B: Literary Techniques: 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C</b>		
<i>Read, infer, and draw conclusions to:</i>		
a. explain why a text is fiction or nonfiction	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Information vs. Story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> <li>Text Type Activity—Narrative Text</li> <li>Text Type Activity—Informational Text</li> <li>How to Grow a Garden</li> </ul> </li> </ul>
b. ask and answer questions to clarify meaning	<ul style="list-style-type: none"> <li>Compare Characters</li> <li>Map the Story</li> <li>Sum Up: Remember Order</li> <li>Reading Detective (Peek at the Story/Check My Guess)</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Vocabulary Match: Islands and Volcanoes</li> <li>Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
c. explain examples of sensory details	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> <li>Lizard and the Painted Rock</li> <li>The Big Mitten</li> <li>The City and the Country Mouse</li> <li>La Tortuga</li> <li>The Shoemaker and the Elves</li> <li>The Brothers</li> <li>The Ugly Duckling</li> </ul> </li> </ul>
<b>3C: Text Structures: 6-12 Correlation Reading Informational 2A</b>		
<i>Read, infer, and draw conclusions to:</i>		
a. explain main ideas and supporting details	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Great White Bird</li> <li>The Talking Lizard</li> <li>Winter Snoozers</li> <li>The Courage to Learn</li> <li>The Bee's Secret</li> <li>Reaching Above</li> </ul> </li> </ul>

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Read, infer, and draw conclusions to continued:</i>		
b. describe the connection between events and retell the sequence of events	<ul style="list-style-type: none"> <li>Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> <li>Louis Braille</li> <li>Reaching Above</li> <li>The Courage to Learn</li> <li>Discovering Dinosaurs</li> </ul> </li> </ul>
c. describe the connection between and identify problems and solutions	<ul style="list-style-type: none"> <li>Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> <li>Louis Braille</li> <li>Reaching Above</li> <li>The Courage to Learn</li> <li>Discovering Dinosaurs</li> </ul> </li> </ul>
d. identify the author's purpose	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Main Purpose of a Text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> <li>Great White Bird</li> <li>The Pizza Book</li> <li>The Piñata Book</li> <li>The Talking Lizard</li> <li>The Courage to Learn</li> <li>The Bee's Secret</li> <li>Reaching Above</li> </ul> </li> </ul>
e. compare and contrast the most important points presented by text on the same topic	<ul style="list-style-type: none"> <li>Books: Louis Braille and Seeing Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast Informational.pdf: Compare and contrast the most important points presented by two texts on the same topic. <ul style="list-style-type: none"> <li>Venn Diagram Activity: Penguins and Falcons</li> </ul> </li> </ul>



MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>4: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b>		
<b>4A: Digital and Media Literacy: 6-12 Correlation Reading Literacy 3A</b>		
<i>Read to develop an understanding of media and its components by:</i>		
a. explaining purposes of media	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	
b. describing techniques used to create media messages	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
c. identifying various written conventions for using digital media	<ul style="list-style-type: none"> <li>Play and Practice: Word Processor</li> </ul>	
<b>READING FOUNDATIONS</b>		
<b>1: Understand how English is written and read (Start of Reading Foundations).</b>		
<b>1A: Print Awareness: No 6-12 Correlation</b>		
<i>Develop print awareness in the reading process by:</i>		
a. understanding that sentences are organized into paragraphs to convey meaning	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Great White Bird</li> <li>The Talking Lizard</li> <li>Winter Snoozers</li> <li>The Courage to Learn</li> <li>The Bee's Secret</li> <li>Reaching Above</li> </ul> </li> </ul>
<b>3: Understand how English is written and read.</b>		
<b>3A: Phonics: No 6-12 Correlation</b>		
a. decoding multisyllabic words in context by applying common letter sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs	<ul style="list-style-type: none"> <li>Decode Using the Six Syllable Types</li> <li>Decode Multisyllabic Words</li> <li>Word Recognition</li> <li>Automatic Word Recognition</li> <li>Power Words</li> <li>Readable Books</li> <li>Read-Along Books (See titles at end of document.)</li> </ul>	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3A: Phonics: No 6-12 Correlation <i>continued</i></b>		
b. distinguishing long and short vowels when reading regularly spelled one-syllable words	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Readable Word Play</li> <li>Spelling Exploration</li> <li>Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>Long vs. Short Vowel Sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>Lesson 1: /ā/</li> <li>Lesson 2: /ō/</li> <li>Lesson 3: /ī/</li> <li>Lesson 3: /ū/</li> <li>Readable Check Sheets</li> </ul> </li> </ul>
c. decoding regularly spelled two syllable words with long vowels	<ul style="list-style-type: none"> <li>Word Recognition</li> <li>Automatic Word Recognition</li> <li>Power Words</li> <li>Readable Books</li> <li>Read-Along Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels.                             <ul style="list-style-type: none"> <li>What's the Word?</li> <li>Find a Word</li> <li>Make a Word</li> </ul> </li> </ul>
d. decoding words with vowel diphthongs	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Readable Word Play</li> <li>Word Recognition</li> <li></li> <li>Identify Variant Vowel Words</li> </ul>	<ul style="list-style-type: none"> <li>Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels.                             <ul style="list-style-type: none"> <li>Fluency Check Sheets</li> </ul> </li> </ul>
e. decoding words with vowel digraphs	<ul style="list-style-type: none"> <li>Songs: Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Readable Word Play</li> <li>Word Recognition</li> <li>Identify Variant Vowel Words</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound Correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /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</li> <li>Readable Check Sheets</li> </ul> </li> <li>Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels.                             <ul style="list-style-type: none"> <li>Fluency Check Sheets</li> </ul> </li> </ul>

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3A: Phonics: No 6-12 Correlation <i>continued</i></b>		
f. reading words with common prefixes and suffixes	<ul style="list-style-type: none"> <li>Songs: Put It at the Front; Put It at the End; Let's Compare</li> <li>Prefixes</li> <li>Suffixes</li> <li>Comparatives</li> </ul>	<ul style="list-style-type: none"> <li>Prefix and Suffix.pdf: Decode words with common prefixes and suffixes.               <ul style="list-style-type: none"> <li>Lesson 30: Prefixes and Suffixes</li> <li>Invent a Word: Prefixes</li> <li>Build a Word: Prefixes</li> <li>Past Tense Verb</li> <li>Prefixes</li> <li>Suffixes</li> </ul> </li> </ul>
g. using contractions	<ul style="list-style-type: none"> <li>Song: Contraction Action</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.               <ul style="list-style-type: none"> <li>Contraction Worksheets</li> </ul> </li> </ul>
h. using common syllable patterns to decode words including rcontrolled vowels	<ul style="list-style-type: none"> <li>Song: Bossy Mr. R</li> <li>Decode Using the Six Syllable Types</li> <li>Identify r-Controlled Vowel Words</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound Correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.               <ul style="list-style-type: none"> <li>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</li> <li>Readable Check Sheets</li> </ul> </li> </ul>
i. reading irregularly spelled high frequency words	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books</li> <li>Readable Books (See titles at end of document.)</li> <li>Word Recognition</li> <li>Power Words</li> </ul>	<ul style="list-style-type: none"> <li>Irregularly Spelled Words.pdf: Recognize and read appropriate irregularly spelled words.               <ul style="list-style-type: none"> <li>Lesson 1: /ī/</li> <li>Lesson 2: /ō/</li> <li>Lesson 3: /f/</li> <li>Lesson 4: Irregular Plurals</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3A: Phonics: No 6-12 Correlation <i>continued</i></b>		
j. demonstrating decoding skills when reading new words in a text	<ul style="list-style-type: none"> <li>• Word Recognition</li> <li>• Automatic Word Recognition</li> <li>• Power Words</li> <li>• Readable Books</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> <li>- What's the Word?</li> <li>- Find a Word</li> <li>- Make a Word</li> </ul> </li> <li>• Long vs. Short Vowel Sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>- Lesson 1: /ā/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /ī/</li> <li>- Lesson 3: /ū/</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
<b>4: Understand how English is written and read.</b>		
<b>4A: Fluency: No 6-12 Correlation</b>		
Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	<ul style="list-style-type: none"> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Root Word to Determine Meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> <li>- Comparatives</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING</b>		
<b>1: Apply a writing process to develop a text for audience and purpose.</b>		
<b>1A: Prewriting: 6-12 Correlation Writing 2A</b>		
<i>Follow a writing process to plan a first draft by:</i>		
a. brainstorming and recording key ideas using a graphic organizer	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative Writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> </ul>
<b>1B: Draft: 6-12 Correlation Writing 2A</b>		
<i>Appropriate to genre type, develop a draft from prewriting by:</i>		
a. sequencing ideas into clear and coherent sentences b. generating paragraphs with one main idea c. creating evidence of a beginning, middle, and end d. addressing an appropriate audience	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Bad News Shoes</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul> </li> <li>• 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"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> <li>• 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"> <li>- 15 Story examples with suggestions for student writing.</li> </ul> </li> </ul>

# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1C: Revise/Edit: 6-12 Correlation Writing 3A</b>		
<i>Reread, revise, and edit drafts with assistance from adults/peers to:</i>		
a. strengthen writing as needed by revising <ul style="list-style-type: none"> <li>main idea</li> <li>details</li> <li>word choice</li> <li>entence construction</li> <li>event order</li> <li>audience</li> <li>voice</li> </ul> b. edit for language conventions	<ul style="list-style-type: none"> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
<b>1D: Produce/Publish and Share Writing: 6-12 Correlation Writing 2A</b>		
<i>With assistance from adults/peers:</i>		
a. use a variety of conventional/digital tools to produce and publish writing	<ul style="list-style-type: none"> <li>Word Processor</li> </ul>	
b. introduce keyboarding skills	<ul style="list-style-type: none"> <li>Word Processor</li> </ul>	
<b>2: Compose well-developed writing texts for audience and purpose</b>		
<b>2A: Opinion/Argumentative: 6-12 Correlation Writing 2A</b>		
<i>Write opinion texts that:</i>		
a. introduce a topic or text being studied, using complete sentences b. state an opinion about the topic or text and provide reasons for the opinion c. use specific words that are related to the topic and audience d. use linking/transition words and phrases to signal event order e. provide evidence of a beginning, middle, and concluding statement or section	<ul style="list-style-type: none"> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>First, Next, and Last</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Bad News Shoes</li> <li>The Piñata Book</li> <li>Winter Snoozers</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2B: Informative/Explanatory: 6-12 Correlation Writing 2A</b>		
<i>Write informative/ explanatory texts that</i>		
<ul style="list-style-type: none"> <li>a. introduce a topic or text being studied, using complete sentences</li> <li>b. use facts and definitions to develop points in generating paragraphs</li> <li>c. use specific words that are related to the topic and audience</li> <li>d. use linking words and phrases to signal event order</li> <li>e. create a concluding statement or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>
<b>2C: Narrative/Literary: 6-12 Correlation Writing 2A</b>		
<i>Write fiction or nonfiction narratives and poems that:</i>		
<ul style="list-style-type: none"> <li>a. establish a situation/topic based on the student's experience or imagination</li> <li>b. introduce a main character and setting</li> <li>c. develop sensory details</li> <li>d. follow a logical sequence of events using complete sentences to create a beginning/middle/ end</li> <li>e. use linking/transition words to signal event order</li> <li>f. use specific words that are related to the topic and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- 15 Story examples with suggestions for student writing.</li> </ul> </li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3: Gather, analyze, evaluate, and use information from a variety of sources</b>		
<b>3A: Research Process: 6-12 Correlation Writing 1A</b>		
<i>Apply research process to</i>		
<ul style="list-style-type: none"> <li>a. generate a list of open-ended questions about topics of interest</li> <li>b. create an individual question about a topic</li> <li>c. use own question to find information on a topic</li> <li>d. gather evidence from available sources, literary and informational</li> <li>e. record basic information from literary and informational texts in simple visual format</li> <li>f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative Writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> <li>• Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> <li>- All on the Same Earth</li> <li>- The Bee's Secret</li> </ul> </li> </ul>
<b>LANGUAGE</b>		
<b>1: Communicate using conventions of English language.</b>		
<b>1A: Grammar: 6-12 Correlation Writing 3A</b>		
<i>In speech and written form, apply standard English grammar to:</i>		
a. use nouns and pronouns in writing	<ul style="list-style-type: none"> <li>• Songs: Pronouns; Nouns</li> <li>• Pronouns</li> <li>• Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Reflexive Pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>- Reflexive Pronouns</li> </ul> </li> </ul>
b. use collective nouns	<ul style="list-style-type: none"> <li>• Irregular Plurals</li> </ul>	
c. use common irregular nouns	<ul style="list-style-type: none"> <li>• Song: Strange Spelling</li> <li>• Book: Moose Are Not Meese</li> <li>• Irregular Plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular Plural Nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>- Moose are Not Meese</li> <li>- Plural Nouns</li> </ul> </li> </ul>
d. use reflexive pronouns	<ul style="list-style-type: none"> <li>• Song: Pronouns</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Reflexive Pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>- Reflexive Pronouns</li> </ul> </li> </ul>
e. use regular verbs	<ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Verbs</li> </ul>	



# K-5 ELA MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS 2016

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>In speech and written form, apply standard English grammar to continued:</i>		
f. use helping verbs with regular verbs	<ul style="list-style-type: none"> <li>Song: Verbs</li> <li>Book: I Can't Wait</li> <li>Verbs</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Past Tense Irregular Verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>Writing About the Past Activity</li> <li>Irregular Verbs</li> </ul> </li> </ul>
g. use adjectives and adverbs in sentences	<ul style="list-style-type: none"> <li>Songs: Adverbs; Adjectives Describe</li> <li>Adverbs</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives vs. Adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> <li>Treasure Hunt: Adjectives and Adverbs</li> <li>Simon Says: Verbs, Adverbs and Adjectives</li> <li>Adjectives</li> <li>Adverbs</li> </ul> </li> </ul>
h. produce simple declarative, imperative, exclamatory, and interrogative sentences	<ul style="list-style-type: none"> <li>Revise: Start Sentences Differently; Add Details; Use Interesting Words</li> </ul>	<ul style="list-style-type: none"> <li>Simple and Compound Sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> <li>Change the Sentence</li> </ul> </li> </ul>
<b>1B: Punctuation, Capitalization, Spelling: 6-12 Correlation Writing 3A</b>		
<i>In written text:</i>		
a. write legibly (print, cursive)	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
b. use dialogue that contains quotation marks	<ul style="list-style-type: none"> <li>Song: Quotation Marks</li> <li>Expression: Quotations</li> </ul>	
c. use apostrophes correctly for contractions	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Contraction Action</li> <li>Contractions</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> <li>Contractions</li> <li>Possessive Nouns</li> </ul> </li> </ul>
d. capitalize weeks, days, months, holidays	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> </ul>
e. capitalize abbreviated titles of people	<ul style="list-style-type: none"> <li>Power Word: Mr.</li> <li>Book: Mr. Mario's Neighborhood</li> </ul>	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>In written text continued:</i>		
f. spell words using irregular spelling patterns	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters</li> <li>Power Words</li> <li>Spell and Blend</li> <li>Spelling Instruction</li> <li>Spelling Exploration</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Word Pattern Spelling</li> <li>Build Syllable Words</li> <li>Editing: Check Spelling; Check Tricky Spellings</li> </ul>	
g. spell and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x	<ul style="list-style-type: none"> <li>Song: More Than One</li> <li>Plural Nouns</li> </ul>	
h. use nouns that change their spelling in plural form	<ul style="list-style-type: none"> <li>Songs: Strange Spelling; Tricky Y to I</li> <li>Book: Moose Are Not Meese</li> <li>Irregular Plurals</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>Irregular Plural Nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>Moose are Not Meese</li> <li>Plural Nouns</li> </ul> </li> </ul>
i. arrange words in alphabetical order to the second letter	<ul style="list-style-type: none"> <li>ABC Order (2nd Letter)</li> <li>Alphabetic Order (2nd Letter)</li> </ul>	
<b>SPEAKING AND LISTENING</b>		
<b>1: Listen for a purpose.</b>		
<b>1A: Purpose: 6-12 Correlation Speaking/Listening 1A, 1C</b>		
<i>Develop and apply effective listening skills and strategies in formal and informal settings by:</i>		
a. following classroom listening rules	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
b. following three-step instructions, according to classroom expectations	Children interacting with Waterford are constantly listening to input and responding with choices. Children must listen, understand, and respond appropriately, often to detailed, multi-step directions.	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2: Listen for entertainment.</b>		
<b>2A: Entertainment: No 6-12 Correlation</b>		
<i>Develop and apply effective listening skills and strategies in formal and informal settings by:</i>		
a. demonstrating active listening, according to classroom expectations	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
<b>3: Speak effectively in collaborative discussions.</b>		
<b>3A: Collaborative Discussions: 6-12 Correlation Speaking/Listening 1A, 1C</b>		
<i>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</i>		
a. taking turns in discussion with a shoulder partner, according to classroom expectations	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions		<ul style="list-style-type: none"> <li>Ask Questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
<b>4: Speak effectively when presenting.</b>		
<b>4A: Presenting: 6-12 Correlation Speaking/Listening 2A, 2B, 2C</b>		
<i>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</i>		
a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience	<ul style="list-style-type: none"> <li>Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Tell a Story Activity</li> </ul> </li> </ul>
b. recalling and telling a story with details, including a beginning, middle, and end	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books</li> <li>Readable Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Key Details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> <li>45 Online books for listening for key ideas and details</li> </ul> </li> </ul>
c. using academic language and conventions	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

### Readable Books (Record, Read, Listen)

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

### Sentence Dictation Titles

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

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



## SUPPORT

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

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](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.

All Waterford books and many of the resources available to families at [mentor.waterford.org](https://mentor.waterford.org) can be found in Spanish or with Spanish support.

*Many of these songs are available on the [Waterford.org YouTube channel](https://www.youtube.com/channel/UC8v33333333333333333333).*