Correlation Criteria: SOUTH CAROLINA COLLEGE- AND CAREER-READY ENGLISH LANGUAGE ARTS STANDARDS 2023 *for* KINDERGARTEN, 1ST, AND 2ND GRADES

AUGUST 2023

Waterford.org
CURRICULUM

CURRICULUM
Correlation

Waterford Reading Academy

100%

South Carolina College– and Career– Ready English Language Arts Standards 2023

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

TABLE OF CONTENTS

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
Foundations of Literacy (F)		
ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.		
ELA.K.F.1.1 Count the number of words in a spoken sentence.	The activity "Look, Listen, and Match" provides children with example sentences of differing numbers of words. They must choose the sentence that matches the target sentence.	
ELA.K.F.1.2 Recognize alliterative spoken words.	• Read with Me Books (See titles at end of document.) • Initial Sound • Right Initial Sound • Choose a Sound	

ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.	• Rhyme Match
	 • Finish the Picture
	 • One Doesn't Rhyme
	 • Rhyming Words
	 • Rhyme With Me
		• Rhyming words.pdf: Recognize and produce rhyming words.
		   – Change the Rhyme
		   – Rhyming Riddles
		   – "Down by the Bay"
		   – Rhyme Match
		   – Rhyming Bingo
		   – Sound Sense Cards

ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words.	• Blend Phonemes
	 • Phoneme Segmentation
	 • Blend Every Sound (Phonemes)
		• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.
		   – Blending: Onset-Rime 1
		   – Blending: Onset-Rime 2

ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.	• Blend Onset/Rime Sounds
	 • Blending Riddles
	 • Blending Dragon
	 • Segment Onset/Rime
		• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.
		   – Blending: Onset-Rime 1
		   – Blending: Onset-Rime 3

Waterford.org
CURRICULUM

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words *continued*.		
ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	• Where Is the Sound? • Initial Sound • Final Sound	• Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). – Segmenting – Sound Sense Playing Cards
ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.	• Barnyard Bash • Phoneme Substitution • Phoneme Eliminator	
ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.		
ELA.K.F.2.1 Locate a book's front cover, back cover, title page, and where to begin reading.	• Print Concepts	• Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. – Fawn Eyes – What Is a Cloud? – Legs
ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.	• Print Concepts	• Understanding spaces in print.pdf: Understand that words are separated by spaces in print. – Print Concepts
ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.	• Print Concepts	• Following words.pdf: Follow words from left to right, top to bottom, and page-by-page. – Print Directionality
ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. – "I Like Kites" Punctuation
ELA.K.F.2.5 Identify letters and words within sentences.	• Decodable Books (See titles at end of document.) • Letters Introduction • Letters Make Words	

Waterford.org
CURRICULUM

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.		
ELA.K.F.3.1 Identify, name, and form all upper and lowercase letters with automaticity.	• ABC Songs • Distinguish Letters • Letter Match • Letter Checker • Fast Letter Fun • Letter Trace • Find the Letter • Name That Letter	• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. – Writing Practice (Aa-Zz)
ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.	• Distinguish Letters • Letter Trace • Letter Pictures	• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. – Writing Practice (Aa-Zz)
ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.	• Letter Sound Songs • Letter Sound • Name That Letter Sound • Letter Sound Screening	
ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable (e.g. he, so, me, go, hi); and c. in a vowel- consonant-e (VCe) syllable with prompting and support.	• Songs: Apples and Bananas; Old MacDonald Has Some Vowels	• Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. – Phonics and Word Recognition – Long and Short Vowel Cards
ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant vowel-consonant (CVC) words in isolation and in text	• Blend Decodable Words • Blend Phonemes • Blend Every Sound	
ELA.K.F.3.6 Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.	• Barnyard Bash • Phoneme Eliminator • Phoneme Substitution	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued*.		
ELA.K.F.3.7 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	• Syllables • Syllable Safari	• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. – Segmenting Syllables
ELA.K.F.3.8 Decode and encode words using: a. VC; b. CV; c. CVC; d. consonant digraphs (ch, sh, th, wh); and e. combination (e.g., qu).	• Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where Is a Whale?; Blends: Consonants Together; Charley Chick • Build CVC Syllable Words • Spell and Blend • Blend Decodable Words	• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. – Blending Bingo
ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.		
ELA.K.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	• Read with Me Books • Sing a Rhyme Songs/Books • (See titles at end of document.) • Power Words	

ELA.K.F.4.2 Read texts orally with accuracy and expression.	• Readable Books
	• Read with Me Books
	• Informational Books
	  (See titles at end of document.)
		• Reading check.pdf: Read emergent-reader texts with purpose and understanding.
		  – Decodable Books: A Mat, Lil, Nan and the Ham, The Hat

ELA.K.F.4.3 Read texts by:
a. using letter-sound knowledge to segment and blend sounds together;
b. decoding the word by analogy; and
c. using visuals from the text to support decoding and confirm recognition.
	• Readable Books
	• Decodable Books
	  (See titles at end of document.)
	• Blend Decodable Words
	• Rusty and Rosy's Clues
		• Reading check.pdf: Read emergent-reader texts with purpose and understanding.
		  – Decodable Books: A Mat, Lil, Nan and the Ham, The Hat

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Applications of Reading (AOR)		
ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.		
ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.	• Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next?	• Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. – 21 stories with suggested discussions to identify characters, settings, or major events
ELA.K.AOR.1.2 Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text.	• Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Choose a Sound • Finish the Picture	
ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.		
ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.	• Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • What Comes Next?	• Story retelling.pdf: With prompting and support, retell familiar stories, including key details. – 11 stories with discussion ideas to build comprehension
ELA.K.AOR.2.2 Retell familiar texts by identifying the topic and supporting details in an informational text.	• Informational Books (See titles at end of document.) • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order	• Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. – Seeing Fingers – What Is a Cloud? – Legs
ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.		
ELA.K.AOR.3.1 Identify and explain the roles of the author and the illustrator of a story.	• Print Concepts	• Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. – Fawn Eyes – What Is a Cloud? – A Story In the Snow

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.		

ELA.K.AOR.4.1 Identify and explain the roles of the author and the illustrator in an informational text.	• Print Concepts	• Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
		  – Fawn Eyes
		  – What Is a Cloud?
		  – A Story In the Snow

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.		

ELA.K.AOR.5.1 Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry.	• Read-Along Books
	• Readable Books
	• Read With Me Books
	• Sing a Rhyme Songs/Books
	  (See titles at end of document.)
		• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems).
		  – Lost Socks
		  – Lumpy Mush
		  – Three Little Kittens
		  – The Alligator in the Library
		  – Garden Visitors

ELA.K.AOR.5.2 Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts.	• Reading Detective
	• Print Concepts
		• Parts of a book.pdf: Identify the front cover, back cover, and title page of a book.
		  – Fawn Eyes
		  – What Is a Cloud?
		  – Legs

ELA.K.AOR.5.3 Identify an author's opinion about a topic in an informational text.	• Book: Creepy Crawlers	
ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.		

ELA.K.AOR.6.1 Retell a text orally to enhance comprehension:
a. include main character(s), setting, and important events for a story; and
b. include topic and supporting details for an informational text.
	• Read With Me Books
	• Sing a Rhyme Songs/Books
	• Informational Books
	  (See titles at end of document.)
	• Sum Up: Five Ws
	• Sum Up: Remember Order
	• What Comes Next?
		• Story retelling.pdf: With prompting and support, retell familiar stories, including key details.
		  – 11 stories with discussion ideas to build comprehension

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		

ELA.K.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:
a. ask and answer questions about words and phrases to determine their meaning; and
b. use words and phrases acquired through conversations, being read to, and responding to texts.
	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.	• Unknown Words.pdf: Ask and answer questions about unknown words in a text.
		  – What Does It Mean?
		  – Picture This
		  – I See…I Wonder
		  – Guess the Covered Word

ELA.AOR.8: Analyze word relationships and nuances in word meanings within literary and informational texts.		
ELA.K.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; b. deepen understanding of words by relating words to their opposites; and c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.	• Songs: Antonym Ant; All Sorts of Laundry; Adjectives Describe • Books: Buttons Buttons; Opposites • Sort • Opposites • Big Little Animals • Large Small Toys • Adjectives	• Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. – Object Sort
ELA.AOR.9: Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.		
ELA.K.AOR.9.1 Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content.	• Songs: Put it at the Front; Put it at the End; Key Words • Prefixes • Suffixes	• Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. – Affixes and Inflections

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.		
ELA.K.AOR.10.1 Describe the relationship between visuals (e.g., illustrations, photographs) and the text.	• Picture Clues • Peek at the Story • Words Tell About the Pictures	• Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. – 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess
ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.		
ELA.K.R.1.1 Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.	• Find an Answer • Sum Up: Five Ws • Build Knowledge • Science Investigation	• Key Details.pdf: With prompting and support, ask and answer questions about key details in a text. – 49 stories with discussion questions to build comprehension
ELA.K.R.1.2 Instruction of this indicator begins in second grade. ELA.K.R.1.3 Instruction of this indicator begins in fourth grade. ELA.K.R.1.4 Instruction of this indicator begins in fourth grade. ELA.K.R.1.5 Instruction of this indicator begins in fourth grade.		
Written and Oral Communications (C)		
ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.		
ELA.K.C.1.1 Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.		• 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.		
ELA.K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.		• 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
ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.		
ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.		• 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
ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.		
ELA.K.C.4.1 Form and use complete simple sentences. When writing: a. capitalize the first word in a sentence and the pronoun I; b. identify and name end punctuation marks (e.g., periods, exclamation points, and question marks); c. identify and use periods to punctuate sentences; d. identify and use common singular and plural nouns; e. identify and use action verbs; and f. identify and use simple and declarative sentences.	• Songs: What Is a Sentence?; Sentence Marks; Nouns; Verbs; More Than One; Capital Letters; Pronouns • Sentences • Sentence Marks • Nouns • Verbs • Plural Nouns • Pronouns	• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. – "I Like Kites" Punctuation

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.		
ELA.K.C.5.1 With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing.		• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed. – Family Vacation Creative Writing
ELA.C.6: Write independently and legibly for a variety of tasks and purposes.		
ELA.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.	• Letter Trace	• Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. – Letter Picture Handwriting (Aa-Zz)
ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.		
ELA.K.C.7.1 Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).	• Song: Sequencing Events • Book: Marty's Mixed-up Mom • Sum Up: Remember Order • First, Next, and Last	
ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.		
ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others while engaging in conversations.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	• Conversation building.pdf: Continue a conversation through multiple exchanges. – Speaking and Listening—Taking Turns
ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.		
ELA.K.C.9.1 Ask and answer questions in conversation on a topic.		• Conversation building.pdf: Continue a conversation through multiple exchanges. – Speaking and Listening—Taking Turns

Waterford.org
CURRICULUM

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
FIRST GRADE		
Foundations of Literacy (F)		
ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.		
ELA.1.F.1.1 There is not an indicator for first grade.		
ELA.1.F.1.2 Produce alliterative spoken words.	• Initial Sound • Right Initial Sound • Choose a Sound	
ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.	• Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words	
ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.	• Song: Compound Words • Syllables • Syllable Safari • Syllable Deletion With Compound Words • Compound Words	
ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words.	• Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • Segment Onset/Rime Assessment	
ELA.1.F.1.6 There is not an indicator for first grade.		
ELA.1.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes, and say the resulting word.	• Barnyard Bash • Change One Sound • Phoneme Substitution • Phoneme Eliminator • One, Two, Three Sounds	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.		
ELA.1.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	• Reading Detective • Print Concepts	
ELA.1.F.2.2 There is not an indicator for first grade. ELA.1.F.2.3 There is not an indicator for first grade. ELA.1.F.2.4 There is not an indicator for first grade. ELA.1.F.2.5 There is not an indicator for first grade.		
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.		
ELA.1.F.3.1 There is not an indicator for first grade. ELA.1.F.3.2 There is not an indicator for first grade. ELA.1.F.3.3 There is not an indicator for first grade.		

ELA.1.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word to:
a. decode and encode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position;
b. decode regularly spelled one-syllable words with vowel-r syllables (ar, er, ir, or, and ur); and
c. decode two-syllable words using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types.
	• Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald Has Some Vowels; Apples and Bananas; Eensy, Weensy Mouse; Blends: Consonants Together; Bossy Mr. R
	• Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic
	• Decode Using the Six Syllable Types
	• Identify r-Controlled Vowel Words
	• Compound Words
	• Spell and Blend
	• Word Pattern Spelling
		• Spelling-sound Correspondences.pdf: Decode regularly spelled one-syllable words.
		  – Readable Books/Letter Patterns
		  – Pattern Word Blending
		  – Consonant Blending
		  – Pattern Word Building
		  – Digraphs:-tch, ch
		  – Pattern Word Games
		  – Reading Tricks
		  – Word Building Activity
		  – Letter Cards
		  – Key Word Cards
		• Two Syllable Letter Patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.
		  – Reading Trick: Key Word Match; Pattern Hunt; Mystery Word

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued*.		
ELA.1.F.3.5 There is not an indicator for first grade.		
ELA.1.F.3.6 Delete, add, and substitute the initial, middle, and end letters in words to build or make new words.	• Letter Sound Eliminator • Barnyard Bash • Circus Clown Climbers	
ELA.1.F.3.7 Read a two-syllable word by breaking the word into syllables.	• Decode Multisyllabic Words • Decode Using the Six Syllable Types	• Two Syllable Letter Patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. – Reading Trick: Key Word Match; Pattern Hunt; Mystery Word

ELA.1.F.3.8 Decode and encode words using:
a. onset/rime;
b. consonant blends (initial and final);
c. consonant digraphs (ch, sh, th, wh, ph, ck);
d. trigraphs (e.g. -tch, -dge);
e. combination (e.g., qu);
f. VCe;
g. r-controlled vowels (e.g., ar, er, ir, or, ur);
h. common inflectional endings that do not change the base word (e.g., -s, -ed);
i. contractions with am, is, has, and not;
j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y);
	• Songs: Sneaky Magic E; Old MacDonald Has Some Vowels; Apples and Bananas; Double the Fun; Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?; Charley Chick; Bossy Mr. R; C and G; Contraction Action; Put It at the End; The Three Sounds of E-D
	• Build CVC Syllable
	• Build R-Controlled Syllable Words
	• Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic
	• Decode Using the Six Syllable Types
	• Identify r-Controlled Syllable Words
	• Suffixes
	• Contractions
	• Spell and Blend
		• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.
		  – Consonant Blending: -ck, cl-, spl
		  – Pattern Word Blending: -uff
		  – Pattern Word Blending: -ash
		• Inflectional Endings.pdf: Read words with
		  – inflectional endings.
		  – Pattern Word Building: Double the Letter
		  – Language Concept: Plural Nouns

Waterford.org
CURRICULUM

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued*.		
ELA.1.F.3.8 Decode and encode words using *continued*: k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym); l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind); m. silent letter combinations (e.g., kn, wr, mb, gh, gn); n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass); and o. words with final /v/ sound, using knowledge that no English word ends with a v. (e.g. have, give, save).	• Songs: Tricky Y to I; Blicky Licky Land; Double the Fun; Silent Letters; Double the Fun • Word Pattern Spelling • Word Recognition • Power Words	
ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.		
ELA.1.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	• Read-Along Books • Traditional Tales (See titles at end of document.) • Power Words	

ELA.1.F.4.2 Read texts orally with accuracy, appropriate rate, and expression.	• Readable Books
	• Traditional Tales
	  (See titles at end of document.)
	• Expression Instruction
	• Fluency
		• Reading Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  – Readable Books
		  – Repeated Readings
		  – Fluency Check Sheets

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension *continued*.		
ELA.1.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; and c. using context and visuals from the text to support monitoring and self-correcting	• Read-Along Books • Traditional Tales (See titles at end of document.) • Blend Decodable Words • Rusty and Rosy's Clues	• Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Use-a-clue
Applications of Reading (AOR)		
ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.		
ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward.	• Traditional Tales (See titles at end of document.) • Describe Characters • Sum Up: Five Ws	• Describe the story 2.pdf: Describe characters, settings, and major events in a story, using key details. – The Three Little Pigs
ELA.1.AOR.1.2 Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery.	• Books: Poetry Book 1; Poetry Book 2 • Traditional Tales (See titles at end of document.) • Choose a Sound	
ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.		
ELA.1.AOR.2.1 Retell a story using main story elements and identify a lesson in a literary text.	• Traditional Tales (See titles at end of document.) • Sum Up: Remember Order	• Story retelling.pdf: With prompting and support, retell familiar stories, including key details. – 11 stories with discussion ideas to build comprehension

ELA.1.AOR.2.2 Identify a central idea and supporting details in an informational text.	• Informational Books
	(See titles at end of document.)
	• Sum Up: Five Ws
		• Key Details Informational.pdf: With prompting and support, ask and answer questions about key details in a text.
		  – Seeing Fingers
		  – What Is a Cloud?
		  – Legs

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.		
ELA.1.AOR.3.1 Identify and explain who is telling the story at various points in the story.	• 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	• Who is telling the story.pdf: Identify who is telling the story at various points in a text. – Who Is the Speaker? – The Brothers – The City Mouse and the Country Mouse – Mr. Lucky Straw
ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.		
ELA.1.AOR.4.1 Distinguish between information provided by illustrations or pictures and information provided by the words in a text.	• Traditional Tales • Informational Books (See titles at end of document.)	• 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. – Star Pictures
ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.		
ELA.1.AOR.5.1 Identify and explain the differences between texts that tell stories and texts that provide information.	• Traditional Tales • Informational Books (See titles at end of document.)	• 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. – Text Type Activity—Narrative Text – Text Type Activity—Informational Text – How to Grow a Garden
ELA.1.AOR.5.2 Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text.	• Reading Detective	• Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. – How to Grow a Garden
ELA.1.AOR.5.3 Identify and explain the differences between facts and opinions about a topic in an informational text.	• Informational Books (See titles at end of document.) • Build Knowledge	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.		

ELA.1.AOR.6.1 Retell a text orally and in writing to enhance comprehension:
a. include main story elements at the beginning, middle, and end for a literary text; and
b. include a central idea and supporting details for an informational text.
	• Sum Up: Five Ws
	• Sum Up: Remember Order
		• Story retelling.pdf: With prompting and support, retell familiar stories, including key details.
		  – 11 stories with discussion ideas to build comprehension
		• Identifying the main topic.pdf: Identify the main topic and retell key details of a text.
		  – Water is All Around
		  – Animal Bodies
		  – I Wish I Had Ears Like a Bat
		  – I Want to be a Scientist Like Jane Goodall
		  – I Want to be a Scientist Like George Washington Carver
		  – I Want to be a Scientist Like Wilbur and Orville Wright

ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
ELA.1.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., examples) to determine the meaning of a word or phrase; b. use provided reference materials to build and integrate background knowledge; c. use provided reference materials to determine the meaning of words and phrases; and d. use words and phrases acquired through conversations, being read to, and responding to texts.	• Rusty and Rosy's Clues • Reading Detective	• Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Use-a-clue

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.AOR.8: Analyze word relationships and nuances in word meanings within literary and informational texts *continued*.		
ELA.1.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: a. ask and answer questions about words and phrases to determine their meaning; b. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; and c. define words by their category and simple attributes (e.g., an owl is a bird that flies).	• Book: The Birds, the Beast, and the Bat • Sort	• Sorting Common Objects into Categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. – Sorting Objects
ELA.AOR.9: Build and apply a range of academic vocabulary, as well as grade level appropriate morphology to apply to reading, writing, and speaking.		
ELA.1.AOR.9.1 Identify and use phonic patterns and inflectional morphemes that do not change the spelling of the base word.	• Songs: Put It at the End; Put It at the Front; The Three Sounds of -ED; More Than One • Suffixes • Prefixes	
ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.		

ELA.1.AOR.10.1 Use visuals (e.g., illustrations, photographs) to describe the key or supporting details in a text.	• Build Knowledge	• Describe the Story 1.pdf: Use illustrations and details in a story to describe its characters, setting, or events.
		  – The Gingerbread Man
		  – The Little Red Hen
		  – The City Mouse and the Country Mouse
		  – The Brothers

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research (R)		
ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.		
ELA.1.R.1.1 Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.	• Build Knowledge • Sum Up: Five Ws	• Key Details.pdf: Ask and answer questions about key details in a text. – The Three Little Pigs – Anansi and the Seven Yarn Hills – Mr. Lucky Straw
ELA.1.R.1.2 Instruction of this indicator begins in second grade. ELA.1.R.1.3 Instruction of this indicator begins in fourth grade. ELA.1.R.1.4 Instruction of this indicator begins in fourth grade. ELA.1.R.1.5 Instruction of this indicator begins in fourth grade.		
Written and Oral Communications (C)		
ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.		
ELA.1.C.1.1 Write opinion pieces about a topic. When writing: a. introduce an opinion and include reasons to support the opinion; b. include grade-appropriate transitions; and c. provide a concluding statement or idea.		• 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. – Opinion Writing Activities
ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.		
ELA.1.C.2.1 Write informative/explanatory pieces to name a topic and provide information about the topic. When writing: a. introduce a topic; b. provide information with details to develop the topic; and c. provide a concluding statement or idea.		• 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. – Topical Writing Activities

Waterford.org
CURRICULUM

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.		
ELA.1.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. detail events in a logical order using temporal words to signal event order (e.g., before, after); b. include details that describe actions, thoughts, and feelings; and c. provide a sense of ending.		• 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. – Narrative Writing Activities
ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.		
ELA.1.C.4.1 Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing: a. capitalize the names of people and dates (to include months and days of the week); b. use exclamation points, question marks, or periods to punctuate; c. use commas to separate single words in a series; d. use a comma after the day and before the year in a date; e. use a colon between the hour and minutes in time; f. identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions; g. form and use regular and frequently occurring irregular nouns; and h. identify and use correct subject-verb agreement in simple sentences.	• Songs: Capital Letters; Pronouns; Verbs; It Happened Yesterday; Adjectives Describe; Comma, Comma, Comma, Sentence Marks • Book: I Can't Wait • Sentences • Sentence Marks • Nouns • Verbs • Plural Nouns • Pronouns • Irregular Nouns • Past Tense Verbs	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.		
ELA.1.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• 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. – The Writing Process (including Proofreading Chart)
ELA.C.6: Write independently and legibly for a variety of tasks and purposes.		

ELA.1.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.	• Letter Trace	• Printing upper and lowercase.pdf: Print many upper and lowercase letters.
		  – Capital Letter Formation
		  – Lowercase Letter Formation
		  – Block Letter
		  – Letter Picture Handwriting

ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.		
ELA.1.C.7.1 Present information orally in a logical order of events using complete sentences, appropriate volume, clear pronunciation, conjunctions, and temporal words (e.g., before, after).		• Use Relevant Details to Express Ideas and Feelings: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. – Ask and Answer Activity
ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.		
ELA.1.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations.		• Class Discussion.pdf: Follow agreed-upon rules for discussions. – Discussion Rules Activity

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.		
ELA.1.C.9.1 Listen to others to ask and answer questions on a topic.	• Build Knowledge • Science Investigation	• Class Discussion.pdf: Follow agreed-upon rules for discussions. – Discussion Rules Activity
SECOND GRADE		
Foundations of Literacy (F)		
ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.		
ELA.2.F.1.1 There is not an indicator for second grade. ELA.2.F.1.2 There is not an indicator for second grade. ELA.2.F.1.3 There is not an indicator for second grade. ELA.2.F.1.4 There is not an indicator for second grade. ELA.2.F.1.5 There is not an indicator for second grade. ELA.2.F.1.6 There is not an indicator for second grade.		
ELA.2.F.1.7 Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.	• Phoneme Eliminator • Phoneme Substitution • One, Two, Three Sounds	
ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.		
ELA.2.F.2.1 There is not an indicator for second grade. ELA.2.F.2.2 There is not an indicator for second grade. ELA.2.F.2.3 There is not an indicator for second grade. ELA.2.F.2.4 There is not an indicator for second grade. ELA.2.F.2.5 There is not an indicator for second grade.		

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.		
ELA.2.F.3.1 There is not an indicator for second grade. ELA.2.F.3.2 There is not an indicator for second grade. ELA.2.F.3.3 There is not an indicator for second grade.		
ELA.2.F.3.4 Identify the vowel in a printed syllable or word to: a. decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); lion (CV/VC).	• Song: Schwa Sounds • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types	
ELA.2.F.3.5 There is not an indicator for second grade.		
ELA.2.F.3.6 Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words.	• Syllable Deletion With Compound Words	
ELA.2.F.3.7 Read multisyllabic words by breaking the word into syllables.	• Blend Spoken Syllables • Power Words • Decode Multisyllabic Words	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued.*		

ELA.2.F.3.8 Decode and encode multisyllabic words using:
a. consonant digraphs (sh, th, ch, wh, ph, ck);
b. combination (e.g., qu);
c. three-consonant blends (e.g., str-, scr-);
d. blends containing digraphs (e.g., thr-, -nch);
e. trigraphs (e.g., -tch, -dge);
f. variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay);
g. vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur);
	• Songs: Blends: Consonants Together; Charley Chick; Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Lazy Letter Q
	• Word Recognition
	• Spell and Blend
	• Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic
	• Decode Using the Six Syllable Types
	• Build Vowel Team Syllable Words
	• Build CVC Syllable
	• Build R-Controlled Syllable Words
	• Spell Using the Six Syllable Types
	• Identify Variant Vowel Words
		• Spelling-sound Correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.
		  – Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones
		  – Readable Check Sheets

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued***.**		

ELA.2.F.3.8 Decode and encode multisyllabic words using *continued*:
h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es);
i. words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall);
j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y);
k. words with vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one syllable words and the long /ē/ sound in two-syllable words;
l. words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym);
m. words with silent letter combinations. (e.g., kn, wr, gn, mb, gh); and
n. contractions with am, is, has, not, have, would, and will.
	• Songs: Put It at the End; The Three Sounds of -ED; Contraction Action; Apostrophe Pig; Tricky Y to I; Blicky Licky Land; Silent Letters; C and G
	• Contractions
	• Spell and Blend
	• Word Mastery
	• Word Pattern
	• Word Recognition
		• Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.
		  – Contractions
		  – Possessive Nouns
		• Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words.
		  – 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.		
ELA.2.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	• Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) • Power Words	

ELA.2.F.4.2 Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.	• Read-Along Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
	• Expression: Phrases; Quotations; Questions; Pauses; Exclamations
		• Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  – Fluency Check Sheets

ELA.2.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self-correcting.	• Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types • Spell and Blend • Word Pattern	
Applications of Reading (AOR)		
ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.		

ELA.2.AOR.1.1 Describe the main story elements and sequence the important events.	• Sum Up: Remember Order
	• Sum Up: Five Ws
	• Map the Story
	• Traditional Tales
	• Read-Along Books
	  (See titles at end of document.)
		• 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.
		  – 52 Online books to practice strategies for understanding.

ELA.2.AOR.1.2 Identify and explain the purpose of forms of figurative language to include similes, personification, and idioms.	• Books: Poetry Book 1; Poetry Book 2; The Swing; Bad News Shoes	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.		
ELA.2.AOR.2.1 Identify and explain an explicit theme in a literary text.	• Read-Along Books • Traditional Tales (See titles at end of document.)	• Moral of the Story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. – Why Wind and Water Fight – The Snow Lion – How Rivers Began – The Story of Tong and Mai Nhia
ELA.2.AOR.2.2 Identify and explain a central idea and supporting details in an informational text.	• Informational Books (See titles at end of document.)	• 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. – Great White Bird – The Pizza Book – The Piñata Book – The Talking Lizard – The Courage to Learn – The Bee's Secret – Reaching Above
ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.		
ELA.2.AOR.3.1 Identify different characters' perspectives in a literary text.	• Books: Why Wind and Water Fight; Three Billy Goats Gruff; The Sweater • Compare Characters	• 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. – Story Structure Activity
ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.		
ELA.2.AOR.4.1 Identify and explain an author's purpose in a text, including what the author wants to answer, explain, or describe.	• Informational Books (See titles at end of document.)	• 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. – Great White Bird – The Pizza Book – The Piñata Book – The Talking Lizard – The Courage to Learn – The Bee's Secret – Reaching Above

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.		
ELA.2.AOR.5.1 Describe the basic structure of a literary text (e.g., narrative, drama, and poem).	• Read-Along Books • Poetry Book • Traditional Tales (See titles at end of document.)	
ELA.2.AOR.5.2 Explain how text features contribute to meaning in an informational text; identify the text structure of sequence.	• Reading Detective	• Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. – How to Grow a Garden
ELA.2.AOR.5.3 Identify when an author expresses an opinion and uses reasons to support that opinion in an informational text.	• Informational Books (See titles at end of document.)	• 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. – Great White Bird – The Pizza Book – The Piñata Book – The Talking Lizard – The Courage to Learn – The Bee's Secret – Reaching Above
ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.		
ELA.2.AOR.6.1 Retell a text to enhance comprehension: a. include main story elements in a logical sequence for a literary text; and b. include a central idea and supporting details for an informational text.	• Informational Books • Read-Along Books (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order • Build Knowledge	• 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. – Great White Bird – The Pizza Book – The Piñata Book – The Talking Lizard – The Courage to Learn – The Bee's Secret – Reaching Above

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
ELA.2.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; b. use reference materials to build and integrate background knowledge; c. use glossaries and dictionaries to determine the meaning of words and phrases; and d. use words and phrases acquired through conversations, reading, and responding to texts.	• Rusty and Rosy's Clues • Reading Detective	• 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. – Vocabulary Dictionary
ELA.AOR.8: Analyze word relationships and nuances in word meanings within literary and informational texts.		
ELA.2.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: a. ask and answer questions about words and phrases to determine their meaning; and b. distinguish nuances of meaning between closely related verbs (e.g., throw, toss) and adjectives (e.g., small, tiny).	• Song: Verbs; Adjectives Describe • Verbs • Adjectives • Reading Detective	• Closely Related Verbs.pdf: Distinguish shades of meaning among closely related verbs. – Shades of Meaning Charades

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.AOR.9: Build and apply a range of academic vocabulary, as well as grade level appropriate morphology to apply to reading, writing, and speaking.		
ELA.2.AOR.9.1 Identify and use phonic patterns and inflectional morphemes that change the spelling of a base word, and identify grade-appropriate prefixes to determine the meaning of words in grade-level content.	• Songs: Tricky Y to I; Put It at the End; Double the Fun • Irregular Plural Nouns • Double the Fun	
ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.		
ELA.2.AOR.10.1 Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text.		• 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. – 27 Online books to demonstrate understanding characters, setting, and plot.
Research (R)		
ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.		
ELA.2.R.1.1 Ask and answer questions about print and non-print sources to narrow or broaden thinking.		• Gathering Additional Information Through Questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. – Ball Toss Activity
ELA.2.R.1.2 Sequence information from a provided print or non-print source.	• Song: Sequencing Events • Sum Up: Remember Order • First, Next, and Last	
ELA.2.R.1.3 Instruction of this indicator begins in fourth grade. ELA.2.R.1.4 Instruction of this indicator begins in fourth grade. ELA.2.R.1.5 Instruction of this indicator begins in fourth grade.		

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Written and Oral Communications (C)		
ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.		
ELA.2.C.1.1 Write opinion pieces about a topic. When writing: a. introduce an opinion and include reasons with details to support the opinion; b. use grade-appropriate transitions; and c. provide a concluding statement.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• 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. – Bad News Shoes – The Piñata Book – Winter Snoozers
ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.		
ELA.2.C.2.1 Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing: a. introduce a topic; b. use facts and details to develop the topic; and c. provide a concluding statement.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• 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. – Noise? What Noise? – The Pizza Books – Little Tree
ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.		
ELA.2.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish and describe character(s) and setting; b. sequence events and use temporal words to signal event order (e.g., before, after); and c. provide a sense of ending.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• 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. – 15 Story examples with suggestions for student writing.

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.		
ELA.2.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing: a. capitalize proper nouns (holidays, product names, and geographic names); b. use periods to punctuate initials and titles of people; c. use commas in addresses, after greetings and closings (letters and emails), and inside quotation marks; d. use quotation marks to set off direct quotations and dialogue; e. use apostrophes to form possessives; f. identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and superlative), adverbs, and conjunctions (coordinating and subordinating); g. identify and use a subject, predicate, and direct object in a sentence; and h. form and use compound sentences.	• Songs: Capital Letters; Pronouns; Verbs; It Happened Yesterday; Adjectives Describe; Comma, Comma, Comma, Sentence Marks; Apostrophe Pig; Quotation Marks • Possessive Nouns • Adjectives • Adverbs • Sentences • Sentence Marks • Nouns • Verbs • Edit Punctuations • Edit Capitalization • Edit Commas • Plural Nouns • Pronouns • Irregular Nouns • Past Tense Verbs	• Forming Complete Sentences.pdf: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. – Improved Responses
ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.		
ELA.2.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas"	• 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. – The Writing Process (including Proofreading Chart)

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.C.6: Write independently and legibly for a variety of tasks and purposes.		
ELA.2.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.		
ELA.2.C.7.1 Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking: a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Class Discussion.pdf: Follow agreed-upon rules for discussions. – Ball Toss Activity
ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.		
ELA.2.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations.		• Conversation Building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. – Ball Toss Activity

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.		
ELA.2.C.9.1 Identify a speaker's opinion and at least one supporting reason.		• Gathering Additional Information Through Questions. pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. – Ball Toss Activity

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 is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

Many of these songs are available on the Waterford.org YouTube channel.

WEEKLY HOMELINK NEWSLETTERS

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

MATH HOMELINK NEWSLETTERS

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1–10), Order (1–10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11–15, Numbers 16–20

SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

Readiness Skills Letters

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

Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest

WATERFORD MENTOR

Waterford Mentor is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.

Waterford Mentor is available online and in the Mentor app (for iOS and Android).