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Correlation

Waterford
Reading Academy

97%

Minnesota English Language Arts Standards 2020
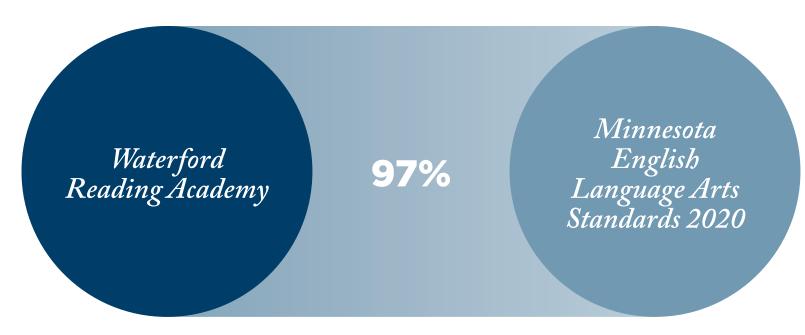
Correlation content includes both Waterford Digital Resources and Waterford Teacher Resources.

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KINDERGARTEN		
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0.1.1.1 Demonstrate understanding of the basic features of print: 0.1.1.1a. Follow words from left to right, top to bottom and page by page.	• Print Concepts	• Following words.pdf: Follow words from left to right, top to bottom, and page-by-page. – Print Directionality
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MINNESOTA ENGLISH LANGUAGE ARTS STANDARDS 2020

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MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently *continued*.		
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0.1.1.3 Know and apply grade-level phonics and word analysis skills in decoding words: 0.1.1.3a. Decode words using one-to-one letter sound correspondences in 3-phoneme cvc words and knowledge of word families, demonstrating both accuracy and automaticity.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Name That Letter Sound • Pattern Hunt • Word Patterns • Word Blending • Blend Decodable Words • Decodable Books (See titles at end of document.)	
0.1.1.3b. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.	• Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words	
0.1.1.4 Read decodable texts accurately, with guidance and support. (Decodable texts are those that include words taught in phonics lesson.)	• Decodable Books (See titles at end of document.)	

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R2 Read and Comprehend Independently: A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.		
0.1.2.1 With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and making connections.	• Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)	
0.1.2.2 Choose and read texts that explore personal identity and interests, with prompting and support.	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.	
R3 Read Independently: Both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.		
0.1.3.1 Choose and read texts that represent perspectives and identities of historical and contemporary Dakota and Anishinaabe people, with prompting and support.		
R4 Read Critically to Comprehend, Interpret, and Analyze Themes and Central Ideas in Complex Literary and Informational Texts.		
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		   – Seeing Fingers
		   – What Is a Cloud?
		   – Legs

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
R4 Read Critically to Comprehend, Interpret, and Analyze Themes and Central Ideas in Complex Literary and Informational Texts *continued*.		
0.1.4.3 Identify characters and setting, in a literary text, with prompting and support.	• Describe Characters • Sum Up: Five Ws • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• 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

0.1.4.4 Describe the connection between two pieces of information, events, people, or ideas, in informational text, with prompting and support.	• Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm
	• Connect to Me
	• Build Knowledge
		• Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.
		  – How to Grow a Garden
		  – Think With Me
		  – Growing Flowers

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.		

0.1.5.1 Recognize orientation (front cover, back cover, title) of print text and navigation of digital text.	• 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

0.1.5.2 Recognize the difference between literary and informational text, through listening or reading.	• Read with Me Books
	• Sing a Rhyme Songs/Books
	• Decodable Books
	• Informational 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

0.1.5.3 Recognize the connection between illustrations and text.	• Picture Clues
	• Words Tell About the Pictures
	• Informational Books
	(See titles at end of document.)
	• Peek at the Story
		• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.
		  – Opposites
		  – Watch the Wooly Worm
		  – A Story in the Snow

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R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.		
0.1.6.1 Define the role of an author and illustrator in telling the story.	• Print Concepts	• 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. – Andy's Adventures – Rex Is In a Fix – Little Monkey
0.1.6.3 Recognize common types of text (e.g., storybooks, informational, poems), through listening or reading.	• Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational 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
R7 Evaluate arguments and specific claims from complex informational texts.		
0.1.7.1 Benchmarks begin in grade 3.		
R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.		
0.1.8.1 Recognize rhythm, alliteration and repeated lines in a story, poem, or a song read aloud.	• Books: Lumpy Mush; Bad News Shoes; The Swing; Ooey, Gooey Mud • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.)	
0.1.8.2 Ask and answer questions about unfamiliar vocabulary in informational text read aloud.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a 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
R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.		
0.1.9.1 Benchmarks begin in grade 1.		

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Writing		
W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.		

0.2.1.1 Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence.	• Letters Make Words
	• Print Concepts
		• Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.
		  – Map Text to Speech 1
		  – Map Text to Speech 2

0.2.1.2 Print many upper and lower case letters.	• Letter Pictures
	• Letter Trace
	• Letters Introduction
	• Letter Match
		• Printing upper and lowercase.pdf: Print many upper and lowercase letters.
		  – Capital Letter Formation
		  – Lowercase Letter Formation
		  – Block Letter
		  – Letter Picture Handwriting

0.2.1.3 Demonstrate one-to-one letter-sound correspondence.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound	
W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.		
0.2.2.1 Write routinely (may include a combination of drawing, dictating, and writing), with support and guidance.	• Dots, Lines, and Circles • Letter Trace	
0.2.2.2 Share personal perspective, identity and voice, verbally or visually.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.		
0.2.3.1 Plan and draft writing (may include a combination of drawing, dictating, and writing) and revise to strengthen writing in a shared setting.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.		
0.2.4.1 State a personal opinion, for the purpose of sharing, verbally, visually, or in written form, with support and guidance.		• 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
W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.		

0.2.5.1 Make a statement about a topic and offer one or two details about the topic, verbally, visually, or in written form, with support and guidance.		• 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

0.2.5.2 Verbally or visually respond to a story, with support and guidance.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.		

0.2.6.1 Tell a story about a personal experience or that of a character, verbally, visually, or in written form.		• 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

Correctly order beginning, middle, and end of a story, with support and guidance.		• 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

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.		
0.2.7.1 Ask questions to participate in shared research and writing projects.		• 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). – Think and Write Activity – I Go… – At Camp – Together – Opposites
W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.		
0.2.8.1 Benchmarks begin in grade 1.		
Listening, Speaking, Viewing, and Exchanging Ideas		
LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B)expressing one's own ideas, stories, and experiences.		
0.3.1.1 Exchange ideas in storytelling, discussion, and collaboration, with intentional inclusion of voices of Dakota and Anishinaabe people and other perspectives. a. Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges. b. Follow sequence of a story or discussion, or steps in a process.		• Conversation building.pdf: Continue a conversation through multiple exchanges. – Speaking and Listening—Taking Turns
0.3.1.2 Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture.		• Speaking and listening.pdf: Follow agreed-upon rules for discussions. – Speaking and Listening—Taking Turns

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B)expressing one's own ideas, stories, and experiences *continued***.**		

0.3.1.3 Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.		• 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.
		  – My Super Sticky Sandwich
		  – Ooey, Gooey Mud
		  – The Alligator in the Library
		  – Lost Socks
		  – Moving Day
		  – Mine

LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.		
0.3.2.1 Speak audibly and express thoughts, feelings, and ideas clearly.		• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. – My Favorite Things
LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.		
0.3.3.1 Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support.*		• Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. – My Favorite Things
0.3.3.2 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression), considering digital footprint.*		• Creating Stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. – Visual Aids and Recording Activity

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GRADE 1		
Reading		
R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.		
1.1.1.1 Recognize the distinguishing features of a sentence in print. (e.g., first word, capitalization, ending punctuation)	• Songs: What Is a Sentence?; Capital Letters; Sentence Marks • Sentences • Sentence Marks • Edit Capitals	• Sentence Features.pdf: Recognize the distinguishing features of a sentence. – Sentence Strips – Language Concepts
1.1.1.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multi-syllabic words and sounds in 3-4 phoneme words.	• Blend Onset/Rime Sounds • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Every Sound (Phonemes) • Blend Phonemes • Find the Picture • Change One Sound • One, Two, Three Sounds • Circus Clown Climbers • Syllable • Syllable Safari • Syllable Deletion With Compound Words	• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. – Segmenting Syllables
1.1.1.3 Know and apply grade-level phonics and word analysis skills in decoding words: 1.1.1.3a. Know the spelling-sound correspondences for the common consonant digraphs and blends.	• Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows • Blend Phonemes	• 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 – Sounds Fun!

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently *continued*.		

1.1.1.3b. Decode regularly spelled one-syllable words including final e and vowel teams, consonant digraphs and diphthongs, and inflectional suffixes and two-syllable words that follow six-syllable types, demonstrating both accuracy and automaticity.	• Songs: Consonants Together; Sneaky Magic E; C and G; Key Words; Put It At the End
	• Letter Sound
	• Name That Sound
	• Key Word Match
	• Pattern Hunt
	• Suffixes
	• Six Syllable Types
	• Decode Using the Six Syllable Types
		• Spelling-sound Correspondences.pdf.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

1.1.1.3c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.	• Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words	
1.1.1.4 Read decodable texts accurately and with automaticity.	• Decodable Books (See titles at end of document.)	
R2 Read and Comprehend Independently: A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.		
1.1.2.1 Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context, and making connections.	• Song: Look for a Clue • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Picture Clues	• Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 1 text complexity	• Informational Books • Math Books • Science Books (See titles at end of document.)	

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
R2 Read and Comprehend Independently: A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups *continued*.		
1.1.2.3 Express curiosity about a topic and choose and read texts for personal interest and enjoyment.	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.	
R3 Read Independently: Both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.		
1.1.3.1 Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.		
R4 Read Critically to Comprehend, Interpret, and Analyze Themes and Central Ideas in Complex Literary and Informational Texts.		
1.1.4.1 Ask and answer questions including who, what, and where to demonstrate understanding of key details in a text; retell key details.	• Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Compare Characters • Map the Story	• 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.

1.1.4.2 Identify the central idea, message, or moral of a text, with prompting as needed.	• Recall Details
	• Sum Up: Remember Order
	• Sum Up: Five Ws
	• Traditional Tales
	(See titles at end of document.)
		• Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		  – The Three Little Pigs
		  – Mr. Lucky Straw

1.1.4.3 Identify characters and setting, in a literary text, with prompting as needed.	• Describe Characters • Compare Characters • Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales (See titles at end of document.)	• Describe the Story 2.pdf: Describe characters, settings, and major events in a story, using key details. – The Three Little Pigs

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R4 Read Critically to Comprehend, Interpret, and Analyze Themes and Central Ideas in Complex Literary and Informational Texts *continued*.		
1.1.4.4 Describe the connection between two pieces of information, individuals, events, or ideas, in an informational text.	• Connect to Me • Compare Characters • Build Knowledge • Recall Details • Informational Books (See titles at end of document.)	• Connecting Ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. – Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver
R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.		
1.1.5.1 Identify the beginning, middle and end of a text.	• Sum Up: Remember Order • Peek at the Story	
1.1.5.2 Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).	• 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
1.1.5.3 Identify the impact that illustrations have on content, meaning, and style of a text.	• 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
R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.		
1.1.6.1 Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine, or digital platform).	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	
1.1.6.2 Identify the time period and setting of the text.	• Describe Characters • Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales (See titles at end of document.)	• Describe the Story 2.pdf: Describe characters, settings, and major events in a story, using key details. – The Three Little Pigs

1.1.6.3 Identify if the text is literary or informational.	• 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

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R7 Evaluate arguments and specific claims from complex informational texts.		
1.1.7.1 Benchmarks begin in grade 3.		
R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.		
1.1.8.1 Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	• Books: Bad News Shoes; I Hate Peas; Movin' to the Music	• Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. – Poetry Book 1 – Poetry Book 2 – Bad News Shoes – Movin' to the Music Time – Winter Snoozers
1.1.8.2 Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational 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.	• 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. – Animal Bodies – Star Pictures
R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.		
1.1.9.1 Identify two different sources of information on a topic of personal interest or academic focus. (e.g., a picture book and a website or an encyclopedia and a video)	• Books: Mine; Little Tree; The Pizza Book • Build Knowledge	
1.1.9.2 Examine concept of relevance of sources to task and topic, with prompting as needed.	• Books: Mine; Little Tree; The Pizza Book • Build Knowledge	
Writing		
W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.		
1.2.1.1 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	• Songs: What Is a Sentence?; Capital Letters; Sentence Marks • Sentences • Sentence Marks • Edit Capitals	• Sentence Features.pdf: Recognize the distinguishing features of a sentence. – Sentence Strips – Language Concepts

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing *continued.*		
1.2.1.2 Print all upper and lower case letters.	• Letter Pictures • Letter Trace	• Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. – Letter Picture Handwriting (Aa-Zz)

1.2.1.3 Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words.	• Song: Double the Fun
	• Double the Fun
	• Word Pattern
	• Spell and Blend
	• Word Blending
	• Say and Trace
	• Spelling Scramble
	• Letter Sound
	• Word Pattern Spelling
		• Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words.
		  – /ā/; /ō/; /ī/; /ū/; /ē/, /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones
		• Spell Untaught Spelling Words.pdf: spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
		  – Word Pattern Cards
		  – Key Word Cards

1.2.1.4 Use frequently occurring nouns, verbs, and prepositions in simple sentences, authentically in writing.	• Songs: Apostrophe Pig; Nouns; More Than One; Preposition Cat; It Happened Yesterday
	• Nouns
	• Plural Nouns
	• Possessive Nouns
	• Verbs
	• Past Tense Verbs
		• Nouns.pdf: Use common, proper, and possessive nouns.
		  – Skill Builder Song: "Nouns"
		  – Nouns
		• Verbs.pdf: Use verbs to convey a sense of past, present, and future.
		  – Verbs
		• Prepositions.pdf: Use frequently occurring prepositions.
		  – Preposition

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.		
1.2.2.1 Write routinely, through a combination of writing, drawing, and speaking.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
1.2.2.2 Share personal perspective, identity, and voice, verbally, visually, or in writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.		
1.2.3.1 Plan, draft, and revise to strengthen writing in a shared setting.	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.	

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.		
1.2.4.1 Write to state a personal opinion, and provide one or two reasons for the opinion.		• 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
W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.		
1.2.5.1 Write to inform or explain, identifying a topic and stating facts about the topic.		• 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
1.2.5.2 Write to respond to a story.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.		
1.2.6.1 Write to tell a story, creating details about a character and setting.		• 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
1.2.6.2 Include details in a written story in an order that makes sense.	• Sum Up: Remember Order • Peek at the Story • Prewrite: Mapping	• 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
W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.		
1.2.7.1 Ask and answer questions to participate in shared research and writing projects.		• 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).

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences *continued*.		
1.2.7.2 Plan and conduct research from teacher recommended sources and share findings in writing, with support and guidance. (e.g., encyclopedias, informational texts)		• Recalling Information.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). – The Writing Process (including Proofreading Chart)
W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.		
1.2.8.1 Identify which words belong to an author and which words are student's own.		
Listening, Speaking, Viewing, and Exchanging Ideas		
LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B)expressing one's own ideas, stories, and experiences.		

1.3.1.1 Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.
a. Participate as speaker and listener, responding to and building on the comments and ideas of others.
b. Express one's own ideas, stories and experiences.
c. Make a contribution toward a shared goal, in collaboration with others
d. Follow sequence of a story or discussion, or steps in a process
		• Conversation Building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
		  – Discussion Rules Activity
		• Use Relevant Details to Express Ideas and Feelings.pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		  – Ask and Answer Activity
		• 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).
		• Recalling Information.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions).

1.3.1.2 Help create and follow agreed-upon norms for a discussion, (e.g., speaker, listener, participation, questioning), respectful of culture.		• Class Discussion.pdf: Follow agreed-upon rules for discussions. – Discussion Rules Activity

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MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B)expressing one's own ideas, stories, and experiences *continued*.		
1.3.1.3 Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood.		• 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. – Ask and Answer Activity
LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.		
1.3.2.1 Demonstrate understanding of intonation and phrasing in spoken language.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.		
1.3.3.1 Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.		• Creating Stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. – Visual Aids and Recording Activity
1.3.3.2 Create and share work using a teacher selected digital tool, articulating the advantages and limitations of the tool, related to task, purpose, and audience, considering digital footprint.	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.	• Creating Stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. – Visual Aids and Recording Activity

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 2		
Reading		
R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.		
2.1.1.1 Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, blend, segment and manipulate syllables in multi-syllabic words and sounds in 5-phoneme words, including consonant blends.	• Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Sneaky Magic E; C and G; Vowels Side by Side; Eensy, Weensy Mouse; Blicky Licky Land • Blend Onset/Rime Sounds • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Every Sound (Phonemes) • Blend Phonemes • Find the Picture • Change One Sound • One, Two, Three Sounds • Circus Clown Climbers • Syllable • Syllable Safari • Syllable Deletion With Compound Words	• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. – Segmenting Syllables

2.1.1.2 Know and apply grade-level phonics and word analysis skills in decoding words:
2.1.1.2a. Know the spelling-sound correspondences for the common vowel graphemes.
	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse
	• Readable Word Play
	• Make and Spell
	• All-Star Spelling
	• Spelling Exploration
	• Spelling Instruction
	• Spelling Game
	• Word Recognition
	• Spell and Blend
	• Spelling Scramble
		• Spelling-sound Correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.
		  – Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ä/; /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

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently *continued*.		

2.1.1.2b. Decode multi-syllabic words that include prefixes, suffixes and vowel digraphs.	• Songs: Put It at the Front; Put It at the End; Let's Compare; Prefixes
	• Suffixes
	• Comparatives
		• Prefix and Suffix.pdf: Decode words with common prefixes and suffixes.
		  – Lesson 30: Prefixes and Suffixes
		  – Invent a Word: Prefixes
		  – Build a Word: Prefixes
		  – Past Tense Verb
		  – Prefixes
		  – Suffixes
		• 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

2.1.1.2c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.	• Read-Along Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
	• Word Recognition
	• Power Words
		• Irregularly Spelled Words.pdf: Recognize and read appropriate irregularly spelled words.
		  – Lesson 1: /ī/
		  – Lesson 2: /ō/
		  – Lesson 3: /f/
		  – Lesson 4: Irregular Plurals

2.1.1.3 Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.	• Expression: Phrases; Quotations; Questions; Pauses; Exclamations
	• Read-Along Books
	• Informational Books
	• Readable Books
	  (See titles at end of document.)
		• Fluency Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  – Fluency Check Sheets

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
R2 Read and Comprehend Independently: A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.		
2.1.2.1 Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text to text connections, and building on strategies learned in previous grade levels, with guidance and support.	• Mystery Words • Read-Along Books • Informational Books • Readable Books (See titles at end of document.)	• Using the Root Word to Determine Meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. – Comparatives – Prefixes – Suffixes
2.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 2 text complexity.	• Read-Along Books • Informational Books • Science Books • Math Books (See titles at end of document.)	• Reading Check.pdf: Read on-level text with purpose and understanding. – 30 Online books to practice reading with purpose and understanding
2.1.2.3 Locate, select, and read texts on a topic of personal interest.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they practice, and enjoy appropriate reading behaviors.	
R3 Read Independently: Both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.		
2.1.3.1 Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.		
R4 Read Critically to Comprehend, Interpret, and Analyze Themes and Central Ideas in Complex Literary and Informational Texts.		
2.1.4.1 Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text; recount the text.	• Describe Characters • Find an Answer • Sum Up: Five Ws • Compare Characters • Map the Story	• 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.

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
R4 Read Critically to Comprehend, Interpret, and Analyze Themes and Central Ideas in Complex Literary and Informational Texts *continued*.		
2.1.4.2 Identify the central idea, message, or moral of a text and one or two supporting details	• Read-Along Books • Informational Books (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
2.1.4.3 Identify characters, setting, conflict, resolution, and events, in literary text.	• Describe Characters • Compare Characters • Map the Story • Sum Up: Five Ws • Read-Along Books (See titles at end of document.)	• How are Characters Affected by Story Events .pdf: Describe how characters in a story respond to major events and challenges. – What if You Were an Octopus? – Why Wind and Water Fight
2.1.4.4 Describe the connection between a series of events, concepts, or steps in a procedure, in informational text.	• Informational Books (See titles at end of document.) • Build Knowledge	• 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. – Louis Braille – Reaching Above – The Courage to Learn – Discovering Dinosaurs
R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.		
2.1.5.1 Identify the purpose of chapters of a book, scenes of a play, and stanzas of a poem and the author's choice of narrative point of view (e.g., first person, second person, third person).	• Reading Detective • Map the Story	
2.1.5.2 Identify informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, and hyperlinks).	• 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
2.1.5.3 Identify and explain how images are used to illustrate ideas and narratives in a text.	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book	• Clarifying with Pictures.pdf: Explain how specific images contribute to and clarify a text. – How to Grow a Garden

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.		
2.1.6.1 Identify the author or story teller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the story teller's perspective and identity.	• Books: My Super Sticky Sandwich; Bad News Shoes; Mine; José Three; Elephant Upstairs; I Met a Monster; Bandage Bandit; Ooey, Gooey Mud; Today I Write a Letter; David Next Door	
2.1.6.2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text.	• 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
2.1.6.3 Identify if the text is informational or literary, and support with evidence.	• Traditional Tales • Informational Books • Read-Along 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
R7 Evaluate arguments and specific claims from complex informational texts.		
2.1.7.1 Benchmarks begin in grade 3.		
R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.		
2.1.8.1 Recognize how multiple meaning words and phrases impact the meaning or tone of text in stories or poems.	• Song: Synonym Tree • Synonyms	• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. – One Word, Two Meanings
2.1.8.2 Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	• 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

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.		
2.1.9.1 Collect information from two or more sources on a topic of personal interest or academic focus.	• Books: Mine and George and Jack; Seeing Fingers and Louis Braille; Creepy Crawlers and Garden Visitors	
2.1.9.2 Articulate relevance of sources to task and topic. (e.g., factual and opinion pieces)		• Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question. – All on the Same Earth – The Bee's Secret
Writing		
W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.		
2.2.1.1 Use correct punctuation (end punctuation), spelling (high frequency words), and capitalization (first word in sentence and proper nouns), authentically in writing.	• Songs: Capital Letters; Vowels Side by Side; Silent Letters; Sentence Marks • Edit Capitals • Power Words • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Build Syllable Words • Edit Spelling • Edit Tricky Spellings • Edit End Punctuation	• Punctuation.pdf: Use end punctuation for sentences. – A Closer Look – What's My Sentence? – Sentence Strips – Punctuation – Sentences • Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. – /ā/; /ō/; /ī/; /ū/; /ē/, /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones – Capitalization.pdf: Capitalize holidays, product names, and geographic names. – Capitalization

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing *continued*.		

2.2.1.2 Apply spelling patterns and rules to spell words with consonant and vowel digraphs and diphthongs, six syllable types, and inflectional suffixes, authentically in writing.	• Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters; Sneaky Magic E; Eensy, Weensy Mouse; Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; C and G; Put It At the End
	• Power Words
	• Spell and Blend
	• Spelling Exploration
	• Make and Spell
	• All-Star Spelling
	• Word Pattern Spelling
	• Build Syllable Words
	• Edit Spelling
	• Edit Tricky Spellings
	• Six Syllable Types
	• Suffixes
		• Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words.
		  – /ā/; /ō/; /ī/; /ū/; /ē/, /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones
		• 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
		• 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
		  – Sounds Fun!

2.2.1.3 Use nouns (common, proper, possessive, and plural), verbs (regular and irregular), and frequently occurring adjectives, conjunctions, and prepositions in simple sentences, authentically in writing.	• Songs: Strange Spelling; Nouns; More Than One; Verbs; Adjectives Describe; Preposition Cat
	• Book: Moose Are Not Meese
	• Irregular Plurals
	• Plural Nouns
	• Possessive Nouns
	• Verbs
	• Irregular Verbs
	• Adjectives
		• Nouns.pdf: Use common, proper, and possessive nouns.
		  – Skill Builder Song: "Nouns"
		  – Nouns
		• Irregular Plural Nouns.pdf: Form and use frequently occurring irregular plural nouns.
		  – Moose are Not Meese
		  – Plural Nouns
		• Adjectives.pdf: Use frequently occurring adjectives.
		  – Who Am I?
		  – Adjectives
		• Conjunctions.pdf: Use frequently occurring conjunctions.
		  – Conjunctions
		• Prepositions.pdf: Use frequently occurring prepositions.
		  – Preposition

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.		
2.2.2.1 Write routinely, including illustration, for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks)	• Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• 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.

2.2.2.2 Write to express ideas representing personal perspective, identity, and voice, as a part of a group.		• Collaborative Writing.pdf: Participate in shared research and writing projects.
		  – Noise? What Noise?
		  – Discovering Dinosaurs
		  – The Story Cloth
		  – Little Tree

W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.		
2.2.3.1 Plan, draft, revise, edit, and publish writing, using self-reflection and teacher guidance.	• Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas	• 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)
W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.		

2.2.4.1 Write to state a personal opinion, provide several reasons for the opinion and include introductory and concluding statements.	• Word Processor
	• Prewrite: Word Bank; Title; Mapping
	• First Draft
	• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic
		• 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

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.		

2.2.5.1 Write to inform or explain, using details to show understanding of the topic, and including an introductory and concluding statement.	• Word Processor
	• Prewrite: Word Bank; Title; Mapping
	• First Draft
	• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic
		• 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

2.2.5.2 Write to respond to characters, setting, and conflict in a story.	• Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• 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.
W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.		
2.2.6.1 Write to tell a story, introducing conflict to a character and setting.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
2.2.6.2 Use words that signal changes in situation, in written narratives, poetry, or other creative text. (e.g., next, surprisingly)	• Song: Monster Trucks • Book: Marty's Mixed-Up Mom • First, Next, and Last	
W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.		

2.2.7.1 Ask and answer on-topic questions to research background information using resources vetted by teacher.	• Informational Books
	(See titles at end of document.)
	• Build Knowledge
		• Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question.
		  – All on the Same Earth
		  – The Bee's Secret

2.2.7.2 Plan and conduct research from a variety of sources, vetted by teacher, and share findings in writing. (e.g., search terms, choosing relevant sources)		• Collaborative Writing.pdf: Participate in shared research and writing projects.
		  – Noise? What Noise?
		  – Discovering Dinosaurs
		  – The Story Cloth
		  – Little Tree

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.		
2.2.8.1 Demonstrate a basic understanding of and respect for the rights and obligations of using and sharing intellectual property and avoiding plagiarism. (e.g., What work is yours? What work is someone else's?)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	
Listening, Speaking, Viewing, and Exchanging Ideas		
LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B)expressing one's own ideas, stories, and experiences.		

2.3.1.1 Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.
a. Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture.
b. Participate as a speaker and listener, building on and linking to the comments of others.
c. Express one's own ideas, stories, and experiences.
d. Help to establish group member roles and timeline for work.
 e. Identify and work toward a shared goal.
f. Follow sequence of a story or discussion, or steps in a process.
		• Class Discussion.pdf: Follow agreed-upon rules for discussions.
		  – Ball Toss Activity
		• Conversation Building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others.
		  – Use Relevant Details to Express Ideas and Feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		  – Ask and Answer Activity
		• Collaborative Writing.pdf: Participate in shared research and writing projects.
		  – Noise? What Noise?
		  – Discovering Dinosaurs
		  – The Story Cloth
		  – Little Tree
		• Recalling Information.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).

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B)expressing one's own ideas, stories, and experiences *continued*.		
2.3.1.2 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.		• 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
2.3.1.3 Demonstrate ability to receive and act on feedback from others and self-reflection.		• 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)
LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.		

2.3.2.1 Demonstrate basic understanding and use of descriptive language and features of spoken language (including volume, intonation, phrasing, speed, pausing, stress, rhythm, and gestures).	• Expression: Phrases; Quotations; Questions; Pauses; Exclamations	• Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.
		  – Poetry Book 1
		  – Poetry Book 2
		  – Bad News Shoes
		  – Movin' to the Music Time
		  – Winter Snoozers

LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.		

2.3.3.1 Create written, oral, and digital content that communicates knowledge and ideas including relevant facts and descriptive details, in a variety of presentation styles.	• Word Processor
	• Prewrite: Word Bank; Title; Mapping
	• First Draft
	• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic
		• 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

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline *continued*.		
2.3.3.2 Create and share work, choosing a digital tool from teacher-provided lists, and critique effectiveness of chosen tool regarding the task, purpose, and audience, (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) demonstrating understanding of digital footprint.*	• Play and Practice: Word Processor	• Collaborative Writing.pdf: Participate in shared research and writing projects. – Noise? What Noise? – Discovering Dinosaurs – The Story Cloth – Little Tree

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

WATERFORD *Family Engagement Resources*

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; Z: The Zulu Warrior

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 Ship; 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).