

# CURRICULUM *Correlation*



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

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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>Literacy Foundations</b>		
<b>Oral Language</b>		
1. Actively listen and speak using agreed-upon rules for discussion, with guidance and support.	Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Speaking and listening.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
1a. Use speech that is understandable with only grade-appropriate errors.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.	
1b. Use word endings to indicate plurals, possessives, and verb tenses in speech.	<ul style="list-style-type: none"> <li>Songs: More Than One; Nouns; Verbs; It Happened Yesterday; Apostrophe Pig</li> <li>Plural Nouns</li> <li>Verbs</li> <li>Past Tense Verbs</li> </ul>	
1c. Use age-appropriate irregular plurals in conversation.	<ul style="list-style-type: none"> <li>Songs: More Than One; Nouns</li> <li>Book: Moose Are Not Meese</li> <li>Irregular Plurals</li> <li>Plural Nouns</li> </ul>	
1d. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.		<ul style="list-style-type: none"> <li>Conversation building.pdf: Continue a conversation through multiple exchanges.                             <ul style="list-style-type: none"> <li>Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Group reading activities.pdf: Actively engage in group reading activities with purpose and understanding.                             <ul style="list-style-type: none"> <li>Multiple stories with suggestions to build comprehension.</li> </ul> </li> </ul>
3. Actively participate in teacher-led choral and shared reading experiences.		<ul style="list-style-type: none"> <li>Group reading activities.pdf: Actively engage in group reading activities with purpose and understanding.                             <ul style="list-style-type: none"> <li>Multiple stories with suggestions to build comprehension.</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Oral Language continued</i>		
4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.		<ul style="list-style-type: none"> <li>Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.                             <ul style="list-style-type: none"> <li>My Super Sticky Sandwich</li> <li>Ooey, Goopy Mud</li> <li>The Alligator in the Library</li> <li>Lost Socks</li> <li>Moving Day</li> <li>Mine</li> </ul> </li> </ul>
5. With guidance and support, present information orally, using complete sentences in correct word order.		<ul style="list-style-type: none"> <li>Complete sentences.pdf: Produce and expand complete sentences in shared language activities.                             <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> </ul>
5a. Speak audibly and express thoughts, feelings, and ideas clearly.		<ul style="list-style-type: none"> <li>Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.                             <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>
5b. Describe people, places, things, and events with relevant details in a story with three to five events.	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.                             <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>
6. Uses spatial and temporal concepts correctly.	<ul style="list-style-type: none"> <li>Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>Book: Up in the Air</li> <li>Position</li> <li>Over, Under, Above, Below</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> <li>Inside, Outside, Between</li> <li>First, Middle, Last</li> </ul>	
7. Restate and follow one- and two-step directions.	While interacting with Waterford, children listen to and follow multi-step directions.	



# ALABAMA COURSE OF STUDY: ENGLISH LANGUAGE ARTS 2021

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Concepts of Print</b>		
8. Demonstrate understanding of the organization and basic features of printed materials.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	
8a. Recognize and demonstrate that print conveys meaning.	<ul style="list-style-type: none"> <li>Letters Make Words</li> <li>Print Concepts</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.               <ul style="list-style-type: none"> <li>Map Text to Speech 1</li> <li>Map Text to Speech 2</li> </ul> </li> </ul>
8b. With prompting and support, explain the roles of the author and illustrator of a text.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.               <ul style="list-style-type: none"> <li>Andy's Adventures</li> <li>Rex Is In a Fix</li> <li>Little Monkey</li> </ul> </li> </ul>
8c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li>Following words.pdf: Follow words from left to right, top to bottom, and page-by-page.               <ul style="list-style-type: none"> <li>Print Directionality</li> </ul> </li> </ul>
8d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	
8e. Point to words using one-to-one correspondence, noting that words are separated by spaces.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Understanding spaces in print.pdf: Understand that words are separated by spaces in print.               <ul style="list-style-type: none"> <li>Print Concepts</li> </ul> </li> </ul>
8f. Distinguish letters from words within sentences.	<ul style="list-style-type: none"> <li>Letters Introduction</li> <li>Letters Make Words</li> </ul>	
8g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Letter Sound Songs</li> <li>Letters Introduction</li> <li>Letter Match</li> <li>Letter Checker</li> <li>Letter Pictures</li> <li>Letter Trace</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonological Awareness/Phonemic Awareness</b>		
9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.	Waterford provides explicit and systematic instruction to teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.	
9a. Count the number of words in a spoken sentence.	<ul style="list-style-type: none"> <li>Look, Listen, and Match</li> </ul>	
9b. Recognize alliterative spoken words.	<ul style="list-style-type: none"> <li>Read with Me Books (See titles at end of document.)</li> <li>Initial Sound</li> <li>Right Initial Sound</li> </ul>	
9c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Rhyming Words</li> <li>Rhyme With Me</li> <li>One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>Change the Rhyme</li> <li>Rhyming Riddles</li> <li>Down by the Bay</li> <li>Rhyme Match</li> <li>Rhyming Bingo</li> <li>Sound Sense Cards</li> </ul> </li> </ul>
9d. Count, blend, and segment syllables in spoken words, including compound words.	<ul style="list-style-type: none"> <li>Syllable</li> <li>Syllable Safari</li> <li>Blend Spoken Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.                             <ul style="list-style-type: none"> <li>Segmenting Syllables</li> </ul> </li> </ul>
9e. Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> <li>Blend Onset/Rime Sounds</li> <li>Blending Riddles</li> <li>Segment Onset/Rime</li> </ul>	<ul style="list-style-type: none"> <li>Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>Blending: Onset-Rime 1</li> <li>Blending: Onset-Rime 2</li> </ul> </li> </ul>
9f. Identify the initial, final, and medial sounds of spoken words.	<ul style="list-style-type: none"> <li>Initial Sounds</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).                             <ul style="list-style-type: none"> <li>Segmenting</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonological Awareness/Phonemic Awareness <i>continued</i></b>		
9g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.	<ul style="list-style-type: none"> <li>Blend Every Sound (Phonemes)</li> <li>Blend Individual Phonemes</li> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.                             <ul style="list-style-type: none"> <li>Segmenting</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul>
9h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.	<ul style="list-style-type: none"> <li>Songs: S Steals the Z; The Three Sounds of E-D</li> <li>Letter Sound Screening</li> </ul>	
<b>Phonics</b>		
10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.	<ul style="list-style-type: none"> <li>Decodable Books</li> <li>Readable Books (See titles at end of document.)</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Make and Spell</li> <li>Spell and Blend</li> </ul>	
10a. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Name That Letter Sound</li> </ul>	
10b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.	<ul style="list-style-type: none"> <li>Songs: Apples and Bananas; Old MacDonald Has Some Vowels</li> <li>Blend Decodable Words</li> </ul>	
10c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.	<ul style="list-style-type: none"> <li>Decodable Books (See titles at end of document.)</li> <li>Blend Decodable Words</li> <li>Blend Every Sound</li> </ul>	
10d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.	<ul style="list-style-type: none"> <li>Songs: Apples and Bananas; Old MacDonald Has Some Vowels</li> </ul>	<ul style="list-style-type: none"> <li>Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.                             <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Long and Short Vowel Cards</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics <i>continued</i></b>		
10e. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.	<ul style="list-style-type: none"> <li>Song: Sneaky Magic E</li> </ul>	
10f. With prompting and support, decode words with suffix - s , using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s.	<ul style="list-style-type: none"> <li>Song: S Steals the Z</li> </ul>	
10g. With prompting and support, produce the most frequent sound for digraphs ck , sh, th, ch , wh, ng, and combination qu , making the connection that a two-letter grapheme can represent one phoneme (sound).	<ul style="list-style-type: none"> <li>Songs: Blends: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; T-H Has Two Sounds; Charley Chick; Where is a Whale?</li> <li>Blend Phonemes</li> <li>Pattern Words</li> <li>Spell and Blend</li> </ul>	
10h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.	<ul style="list-style-type: none"> <li>Barnyard Bash</li> <li>Circus Clown Climbers</li> </ul>	
10i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.	<ul style="list-style-type: none"> <li>Decodable Books</li> <li>Read with Me Books (See titles at end of document.)</li> <li>Power Words</li> <li>Blend Decodable Words</li> <li>Blend Every Sound</li> </ul>	
<b>Fluency</b>		
11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Letters Introduction</li> <li>Letter Match</li> <li>Letter Checker</li> <li>Fast Letter Fun</li> <li>Letter Pictures</li> <li>Find the Letter</li> <li>Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet.                             <ul style="list-style-type: none"> <li>Writing Practice</li> </ul> </li> </ul>



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Fluency <i>continued</i></b>		
12. Arrange and name letters of the alphabet in sequential order from a to z , with accuracy and automaticity.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letters Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet.                             <ul style="list-style-type: none"> <li>- Writing Practice</li> </ul> </li> </ul>
13. With prompting and support, recognize and name digraphs ck , sh, th, ch , wh, ng, and combination qu.	<ul style="list-style-type: none"> <li>• Songs: Blends: Consonants Together; C-K Rap; Sheep in the Shadows; T-H Has Two Sounds; Charley Chick; Where is a Whale?</li> </ul>	
14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	<ul style="list-style-type: none"> <li>• Decodable Books (See titles at end of document.)</li> <li>• Letter Sound Songs</li> <li>• Letter Sound Screening</li> <li>• Name That Letter Sound</li> </ul>	
15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>
16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
<b>Vocabulary</b>		
17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
18. Identify new meanings for familiar words and apply them accurately.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately.                             <ul style="list-style-type: none"> <li>- One Word, Two Meanings</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary <i>continued</i></b>		
19. Ask and answer questions about unfamiliar words in discussions and/or text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>Unknown Words.pdf: Ask and answer questions about unknown words in a text.                             <ul style="list-style-type: none"> <li>What Does It Mean?</li> <li>Picture This</li> <li>I See...I Wonder</li> <li>Guess the Covered Word</li> </ul> </li> </ul>
19a. Describe the relationship between words, including relating them to synonyms and antonyms.	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Antonym Ant</li> <li>Book: Opposites</li> <li>Synonyms</li> <li>Opposites</li> </ul>	<ul style="list-style-type: none"> <li>Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                             <ul style="list-style-type: none"> <li>Guess the Opposite</li> </ul> </li> </ul>
20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.	<ul style="list-style-type: none"> <li>Songs: All Sorts of Laundry; Savanna Size</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent.                             <ul style="list-style-type: none"> <li>Object Sort</li> </ul> </li> </ul>
21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> <li>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentences.pdf: Produce and expand complete sentences in shared language activities.                             <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> </ul>
21a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
21b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
<b>Comprehension</b>		
22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	



# ALABAMA COURSE OF STUDY: ENGLISH LANGUAGE ARTS 2021

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension continued</i>		
23. With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> </ul>
24. With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	<ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Decodable Books</li> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> <li>Lost Socks</li> <li>Lumpy Mush</li> <li>Three Little Kittens</li> <li>The Alligator in the Library</li> <li>Garden Visitors</li> </ul> </li> </ul>
25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
26. With prompting and support, describe the relationship between illustrations and the text in which they appear.	<ul style="list-style-type: none"> <li>Picture Clues</li> <li>Words Tell About the Pictures</li> <li>Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> <li>31 Stories with various strategies such as Peek at the Story and Use Clues to Guess</li> </ul> </li> </ul>
27. Identify and describe the main story elements in a literary text.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> <li>21 stories with suggested discussions to identify characters, settings, or major events</li> </ul> </li> </ul>
27a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> <li>11 stories with discussion ideas to build comprehension</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension continued</i>		
28. With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> </ul>	
29. With prompting and support, identify the main topic and key details in an informational text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> <li>- Seeing Fingers</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
30. With prompting and support, ask and answer questions about key details in literary and informational texts.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>- Seeing Fingers</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
32. With prompting and support, compare and contrast two texts.	<ul style="list-style-type: none"> <li>• Books: Garden Visitors and Creepy Crawlers; I Wish I Had Ears Like a Bat and Fawn Eyes</li> </ul>	<ul style="list-style-type: none"> <li>• Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Growing Flowers</li> <li>- Think With Me</li> </ul> </li> </ul>
32a. Distinguish between literary texts and informational texts.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> <li>- Text Type Activity—Narrative Text</li> <li>- Text Type Activity—Informational Text</li> <li>- How to Grow a Garden</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Comprehension <i>continued</i></b>		
32b. Compare and contrast the experiences of characters in a literary text.	<ul style="list-style-type: none"> <li>Compare Characters</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> <li>My Super Sticky Sandwich and Lumpy Mush</li> <li>Lost Socks and Play Ball</li> <li>At Camp and Family Vacation</li> </ul> </li> </ul>
32c. Compare and contrast two informational texts on the same topic.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> <li>Growing Flowers</li> <li>Think With Me</li> </ul> </li> </ul>
<b>Writing</b>		
33. Express ideas orally and connect these ideas through drawing and emergent writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> <li>My Favorite Things</li> </ul> </li> </ul>
34. Print legibly, using proper pencil grip.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
34a. Print upper and lower case letters using proper approach strokes, letter formation, and line placement.	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Printing upper- and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> <li>Capital Letter Formation</li> <li>Lowercase Letter Formation</li> <li>Block Letter</li> <li>Letter Picture Handwriting</li> </ul> </li> </ul>
34b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.	<ul style="list-style-type: none"> <li>Letter Trace</li> <li>Name Game</li> </ul>	
34c. With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> <li>"I Like Kites" Punctuation</li> </ul> </li> </ul>



# ALABAMA COURSE OF STUDY: ENGLISH LANGUAGE ARTS 2021

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Trace</li> <li>Name That Letter Sound</li> <li>Spell and Blend</li> <li>Build CVC Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.               <ul style="list-style-type: none"> <li>Spelling by Sound Activity</li> </ul> </li> </ul>
35a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).	<ul style="list-style-type: none"> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Name That Letter Sound</li> <li>Spell and Blend</li> <li>Build CVC Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.               <ul style="list-style-type: none"> <li>Spelling by Sound Activity</li> </ul> </li> </ul>
35b. With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.	<ul style="list-style-type: none"> <li>Spelling Instruction</li> <li>Spell and Blend</li> <li>Build CVC Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.               <ul style="list-style-type: none"> <li>Spelling by Sound Activity</li> </ul> </li> </ul>
35c. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.	<ul style="list-style-type: none"> <li>Spell and Blend</li> <li>Build CVC Syllable Words</li> </ul>	
35d. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.	<ul style="list-style-type: none"> <li>Spelling Instruction</li> <li>Power Words</li> <li>Spell and Blend</li> </ul>	
36. When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs; What Is a Sentence? Sentence Marks; Capital Letters</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentences.pdf: Produce and expand complete sentences in shared language activities.               <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> </ul>
36a. With prompting and support, transcribe spoken words to demonstrate that print represents oral language.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
36b. With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentences.pdf: Produce and expand complete sentences in shared language activities.                             <ul style="list-style-type: none"> <li>Making Up Sentences</li> </ul> </li> </ul>
36c. With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs</li> <li>Nouns</li> <li>Verbs</li> </ul>	
36d. With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
36e. With prompting and support, begin each sentence with a capital letter.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I.                             <ul style="list-style-type: none"> <li>"I Like Kites" Punctuation</li> </ul> </li> </ul>
36f. With prompting and support, capitalize the pronoun I and names of individuals.	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I.                             <ul style="list-style-type: none"> <li>"I Like Kites" Punctuation</li> </ul> </li> </ul>
36g. With prompting and support, recognize, name, and correctly use end punctuation.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation.pdf: Recognize and name end punctuation.                             <ul style="list-style-type: none"> <li>"I Like Kites" Punctuation</li> </ul> </li> </ul>
37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
37a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	



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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
37b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.		<ul style="list-style-type: none"> <li>Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.               <ul style="list-style-type: none"> <li>The Germs</li> <li>Lumpy Mush</li> </ul> </li> </ul>
37c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.		<ul style="list-style-type: none"> <li>Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</li> <li>Write With Me</li> </ul>
37d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.		<ul style="list-style-type: none"> <li>Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.               <ul style="list-style-type: none"> <li>Fawn Eyes</li> <li>A Story in the Snow</li> </ul> </li> </ul>
37e. With prompting and support, compose writing for varied purposes and audiences, across different genres.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.		<ul style="list-style-type: none"> <li>Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed.               <ul style="list-style-type: none"> <li>Family Vacation Creative Writing</li> </ul> </li> </ul>
39. Participate in shared research and writing projects to answer a question or describe a topic.		<ul style="list-style-type: none"> <li>Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).               <ul style="list-style-type: none"> <li>Think and Write Activity</li> <li>I Go...</li> <li>At Camp</li> <li>Together</li> <li>Opposites</li> </ul> </li> </ul>



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
39a. Include information recalled from personal experiences in research and writing projects.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Find an Answer</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.               <ul style="list-style-type: none"> <li>- Andy's Adventures</li> <li>- At Camp</li> <li>- I Go...</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
39b. Gather information from provided sources for research and writing projects.	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.               <ul style="list-style-type: none"> <li>- Andy's Adventures</li> <li>- At Camp</li> <li>- I Go...</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
40. With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1</b>		
<b>Literacy Foundations</b>		
<b>Oral Language</b>		
1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	<ul style="list-style-type: none"> <li>Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Traditional Tales (See titles at end of document.)</li> <li>Build Knowledge</li> <li>Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.                             <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.		<ul style="list-style-type: none"> <li>Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion.                             <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
4. Present information orally using complete sentences and appropriate volume.		<ul style="list-style-type: none"> <li>Sentence production.pdf: All activities in Speaking and Listening provide opportunities to practice producing complete sentences.                             <ul style="list-style-type: none"> <li>Class discussion</li> <li>Conversation building</li> </ul> </li> </ul>
4a. Orally describe people, places, things, and events, expressing ideas with relevant details.		<ul style="list-style-type: none"> <li>Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                             <ul style="list-style-type: none"> <li>Ask and Answer Activity</li> </ul> </li> </ul>
<b>Concepts of Print</b>		
5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Locating key facts.pdf: Know and use various text features to locate key facts or information in a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
5a. Explain the roles of author(s) and illustrator(s).	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>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.                             <ul style="list-style-type: none"> <li>Fawn Eyes</li> <li>What Is a Cloud?</li> <li>A Story In the Snow</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonological Awareness/Phonemic Awareness</b>		
6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.	Waterford provides explicit and systematic instruction to teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.	
6a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.	<ul style="list-style-type: none"> <li>Syllables</li> <li>Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>Form Words by Blending Sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.                             <ul style="list-style-type: none"> <li>Blending: Onset-Rime</li> <li>Phoneme Blending</li> <li>Sound Sense Bingo Cards</li> </ul> </li> </ul>
6b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.	<ul style="list-style-type: none"> <li>Rhyming Words</li> <li>Rhyme</li> <li>Rhyme Match</li> <li>One Doesn't Rhyme</li> </ul>	
6c. Produce alliterative words.	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Choose a Sound</li> </ul>	
6d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.	<ul style="list-style-type: none"> <li>Song: Blends: Consonants Together</li> <li>Blend Phonemes</li> <li>Blending</li> <li>Blend Every Sound (Phonemes)</li> <li>Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>Form Words by Blending Sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.                             <ul style="list-style-type: none"> <li>Blending: Onset-Rime</li> <li>Phoneme Blending</li> <li>Sound Sense Bingo Cards</li> </ul> </li> </ul>
6e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.	<ul style="list-style-type: none"> <li>Circus Clown Climbers</li> <li>One, Two, Three Sounds</li> <li>Phoneme Substitution</li> </ul>	
6f. Distinguish long from short vowel sounds in spoken, single-syllable words.	<ul style="list-style-type: none"> <li>Songs: Old MacDonald Has Some Vowels; Apples and Bananas</li> <li>Identify Short and Long Vowel Sounds</li> </ul>	<ul style="list-style-type: none"> <li>Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Long and Short Vowel Cards</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonological Awareness/Phonemic Awareness <i>continued</i></b>		
6g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.	<ul style="list-style-type: none"> <li>Letter Sound Instruction</li> <li>Letter Sound Screening</li> </ul>	
6h. Identify the sound substitution in words with five to six phonemes.	<ul style="list-style-type: none"> <li>Circus Clown Climbers</li> </ul>	
<b>Phonics</b>		
7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.	<ul style="list-style-type: none"> <li>Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where Is a Whale?</li> <li>Read with Me Books</li> <li>Decodable Books (See titles at end of document.)</li> <li>Letter Pictures</li> <li>Word Mastery</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Name That Sound</li> <li>Word Pattern Spelling</li> <li>Letter Sound</li> <li>Word Blending</li> </ul>	<ul style="list-style-type: none"> <li>Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>Readable Books/Letter Patterns Activities Chart</li> <li>Pattern Word Blending</li> <li>Consonant Blending</li> <li>Pattern Word Building</li> <li>Digraphs:-tch, ch</li> <li>Pattern Word Games</li> <li>Reading Tricks</li> <li>Word Building Activity</li> <li>Letter Cards</li> <li>Key Word Cards</li> </ul> </li> </ul>
7a. Produce the most frequent sound(s) for each letter of the alphabet, including x, q , and the long and short sounds of the vowels.	<ul style="list-style-type: none"> <li>Songs: Mama Squirrel's Sound Song; Apples and Bananas; Old MacDonald Has Some Vowels</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonics continued</i>		
7b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.	<ul style="list-style-type: none"> <li>Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where Is a Whale?; Sneaky Magic E; Blends: Consonants Together</li> <li>Decode Syllable Words: CVC; Open; Open &amp; Closed; Consonant+le; Multisyllabic</li> <li>Decode Using the Six Syllable Types</li> <li>Spell Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>Readable Books/Letter Patterns Activities Chart</li> <li>Pattern Word Blending</li> <li>Consonant Blending</li> <li>Pattern Word Building</li> <li>Digraphs:-tch, ch</li> <li>Pattern Word Games</li> <li>Reading Tricks</li> <li>Word Building Activity</li> <li>Letter Cards</li> <li>Key Word Cards</li> </ul> </li> </ul>
7c. Decode words with digraphs, trigraphs, and combinations, including digraphs ck , sh, th, ch , wh, ph, ng , trigraphs tch and dge, and combination qu.	<ul style="list-style-type: none"> <li>Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where Is a Whale?; Blends: Consonants Together; Charley Chick</li> <li>Word Mastery</li> <li>Word Pattern</li> <li>Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> <li>Scope and Sequence of Skills</li> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>
7d. Decode words with a after w read /ă/ and a before l read /â/.	<ul style="list-style-type: none"> <li>Song: Schwa Sounds</li> <li>Word Recognition</li> </ul>	
7e. With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation.	<ul style="list-style-type: none"> <li>Song: C and G</li> <li>Power Words</li> </ul>	
7f. Decode 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, and words with vowel y in medial position, producing the short /i/ sound for these words.	<ul style="list-style-type: none"> <li>Songs: Tricky Y to I; Blicky Licky Land</li> <li>Readable Word Play</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics <i>continued</i></b>		
7g. Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur .	<ul style="list-style-type: none"> <li>Song: Bossy Mr. R</li> <li>Readable Word Play</li> <li>Pattern Hunt</li> <li>Identify r-Controlled Vowel Words</li> </ul>	
7h. With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue .	<ul style="list-style-type: none"> <li>Songs: Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Readable Word Play</li> <li>Word Recognition</li> <li>Word Pattern</li> <li>Pattern Hunt</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>Readable Check Sheets</li> </ul> </li> </ul>
7i. With prompting and support, decode words that follow the -ild, -ost, -old, -olt, and -ind patterns.	<ul style="list-style-type: none"> <li>Readable Word Play</li> <li>Word Recognition</li> <li>Word Pattern</li> <li>Pattern Hunt</li> </ul>	
7j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.	<ul style="list-style-type: none"> <li>Decode Syllable Words: CVC; Open; Open &amp; Closed; Consonant+le; Multisyllabic</li> <li>Decode Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>Two Syllable Letter Patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> <li>Reading Trick: Key Word Match; Pattern Hunt; Mystery Word</li> </ul> </li> </ul>
7k. With prompting and support, decode words with silent letter combinations.	<ul style="list-style-type: none"> <li>Song: Silent Letters</li> </ul>	
7l. With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-.	<ul style="list-style-type: none"> <li>Song: Put It At the Front</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Cluing Off Frequently Occurring Affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>



# ALABAMA COURSE OF STUDY: ENGLISH LANGUAGE ARTS 2021

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics <i>continued</i></b>		
7m. With prompting and support, decode words with common suffixes, including words with dropped e and y -to- i changes for suffix addition.	<ul style="list-style-type: none"> <li>Songs: Put It At the End; More Than One; Tricky Y to I; Drop Magic E; Blicky Licky Land</li> <li>Suffixes</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> <li>Pattern Word Building: Double the Letter</li> <li>Language Concept : Plural Nouns</li> </ul> </li> </ul>
7n. Decode contractions with am, is, has , and not .	<ul style="list-style-type: none"> <li>Songs: Contraction Action; Apostrophe Pig</li> <li>Contractions</li> </ul>	
7o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; C and G; Key Words</li> <li>Word Mastery</li> <li>Key Word Match</li> <li>Pattern Hunt</li> <li>Say and Trace</li> <li>Power Words</li> </ul>	<ul style="list-style-type: none"> <li>Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>Readable Books/Letter Patterns Activities Chart</li> <li>Pattern Word Blending</li> <li>Consonant Blending</li> <li>Pattern Word Building</li> <li>Digraphs:-tch, ch</li> <li>Pattern Word Games</li> <li>Reading Tricks</li> <li>Word Building Activity</li> <li>Letter Cards</li> <li>Key Word Cards</li> </ul> </li> </ul>
<b>Fluency</b>		
8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; C and G; Key Words</li> <li>Word Mastery</li> <li>Key Word Match</li> <li>Pattern Hunt</li> </ul>	<ul style="list-style-type: none"> <li>Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> <li>Readable Books/Letter Patterns Activities Chart</li> <li>Pattern Word Blending</li> <li>Consonant Blending</li> <li>Pattern Word Building</li> <li>Digraphs:-tch, ch</li> <li>Pattern Word Games</li> <li>Reading Tricks</li> <li>Word Building Activity</li> <li>Letter Cards</li> <li>Key Word Cards</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Fluency <i>continued</i></b>		
9. Read grade-appropriate texts with accuracy and fluency.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Readable Books Chart</li> <li>- Repeated Readings</li> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
9a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Readable Books Chart</li> <li>- Repeated Readings</li> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
9b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
9c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Decodable Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	
10. Read high-frequency words commonly found in grade-appropriate text.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Power Words</li> </ul>	
<b>Vocabulary</b>		
11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
11a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	<ul style="list-style-type: none"> <li>• Power Words</li> </ul>	





# ALABAMA COURSE OF STUDY: ENGLISH LANGUAGE ARTS 2021

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary continued</i>		
12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> <li>Can Matilda Get the Cheese?</li> <li>What Is in the Tree?</li> <li>Will You Play with Me?</li> </ul> </li> </ul>
12a. Identify possessives and plurals and use them as clues to the meaning of text.	<ul style="list-style-type: none"> <li>Songs: More Than One; Apostrophe Pig</li> <li>Plural Nouns</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>Skill Builder Song: "Nouns"</li> <li>Nouns</li> </ul> </li> </ul>
12b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.	<ul style="list-style-type: none"> <li>Songs: Large, Larger, Largest; More Than One; It Happened Yesterday; Let's Compare</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms. <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
12c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Adjectives Describe; Verbs; Antonym Ant</li> <li>Synonyms</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish Meaning Among Verbs.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> <li>Shades of Meaning: Verbs and Adjectives</li> </ul> </li> </ul>
13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.	<ul style="list-style-type: none"> <li>Song: Look For a Clue</li> <li>Rusty and Rosy's Clues</li> </ul>	<ul style="list-style-type: none"> <li>Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> <li>Conjunctions <ul style="list-style-type: none"> <li>Can Matilda Get the Cheese?</li> <li>What Is in the Tree?</li> <li>Will You Play with Me?</li> </ul> </li> </ul> </li> </ul>
14. Sort and categorize groups of words or pictures based on meaning, and label each category.	<ul style="list-style-type: none"> <li>Book: The Birds, the Beast, and the Bat</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> <li>Sorting Objects</li> </ul> </li> </ul>
15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> <li>Who Am I?</li> <li>Adjectives</li> </ul> </li> </ul>
16. Use grade-appropriate academic vocabulary in speaking and writing.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Comprehension</b>		
17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>Discussion Rules Activity</li> </ul> </li> </ul>
18. Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Simple and Compound Sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> <li>Types of Sentences</li> </ul> </li> </ul>
19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> <li>Lost Socks</li> <li>Lumpy Mush</li> <li>Three Little Kittens</li> <li>The Alligator in the Library</li> <li>Garden Visitors</li> </ul> </li> </ul>
20. Use text features to locate key facts or information in printed or digital text.	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Locating key facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
21. Identify the main topic and key details of literary and informational texts	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Books (See titles at end of document.)</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> <li>Water Is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to Be a Scientist Like Jane Goodall</li> <li>I Want to Be a Scientist Like George Washington Carver</li> <li>I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension continued</i>		
22. Ask and answer questions about key details in literary and informational texts.	<ul style="list-style-type: none"> <li>Traditional Tales (See titles at end of document.)</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Key details.pdf: Ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Anansi and the Seven Yarn Hills</li> <li>Mr. Lucky Straw</li> </ul> </li> <li>Key details Informational.pdf: Ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>Water is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to be a Scientist Like: Jane Goodall; George Washington Carver; Wilbur and Orville Wright</li> </ul> </li> </ul>
23. Identify and describe the main story elements in a literary text.	<ul style="list-style-type: none"> <li>Traditional Tales (See titles at end of document.)</li> <li>Describe Characters</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Describe the story 2.pdf: Describe characters, settings, and major events in a story, using key details.                             <ul style="list-style-type: none"> <li>The Three Little Pigs</li> </ul> </li> </ul>
23a. Describe the characters and settings, using illustrations and textual evidence from a story.	<ul style="list-style-type: none"> <li>Traditional Tales (See titles at end of document.)</li> <li>Describe Characters</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Describe the Story 1.pdf: Use illustrations and details in a story to describe its characters, setting, or events.                             <ul style="list-style-type: none"> <li>The Gingerbread Man</li> <li>The Little Red Hen</li> <li>The City Mouse and the Country Mouse</li> <li>The Brothers</li> </ul> </li> </ul>
23b. Retell the plot or sequence of major events in chronological order	<ul style="list-style-type: none"> <li>Traditional Tales (See titles at end of document.)</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.                             <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
24. Identify who is telling the story, using evidence from the text.	<ul style="list-style-type: none"> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Who is telling the story.pdf: Identify who is telling the story at various points in a text.                             <ul style="list-style-type: none"> <li>Who Is the Speaker?</li> <li>The Brothers</li> <li>The City Mouse and the Country Mouse</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>



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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension continued</i>		
24a. Use the term narrator to refer to the speaker who is telling the story.		<ul style="list-style-type: none"> <li>Who is telling the story.pdf: Identify who is telling the story at various points in a text.               <ul style="list-style-type: none"> <li>Who Is the Speaker?</li> <li>The Brothers</li> <li>The City Mouse and the Country Mouse</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Connect to Me</li> <li>Compare Characters</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text.               <ul style="list-style-type: none"> <li>Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>
26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.	<ul style="list-style-type: none"> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.               <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Mr. Lucky Straw</li> </ul> </li> </ul>
27. Make predictions using information found within a literary text.	<ul style="list-style-type: none"> <li>Peek At the Story</li> </ul>	
28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.		<ul style="list-style-type: none"> <li>Reading check.pdf: Read on-level text with purpose and understanding.               <ul style="list-style-type: none"> <li>Waterford Books</li> </ul> </li> </ul>
29. Compare and contrast texts.	<ul style="list-style-type: none"> <li>Informational Books</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Find the Similarity Between Two Texts.pdf: Identify basic similarities and differences between two texts on the same topic.               <ul style="list-style-type: none"> <li>How to Grow a Garden</li> <li>Growing Flowers</li> </ul> </li> </ul>
29a. Compare and contrast characters, settings, and major events in literary texts.	<ul style="list-style-type: none"> <li>Traditional Tales (See titles at end of document.)</li> <li>Describe Characters</li> <li>Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories.               <ul style="list-style-type: none"> <li>The City Mouse and the Country Mouse</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Comprehension <i>continued</i></b>		
29b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> <li>Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>
29c. Point out similarities and differences between two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Garden Visitors and Creepy Crawlers; I Wish I Had Ears Like a Bat and Fawn Eyes</li> </ul>	<ul style="list-style-type: none"> <li>Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> <li>The City Mouse and the Country Mouse</li> </ul> </li> </ul>
<b>Writing</b>		
30. Write legibly, using proper pencil grip.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
30a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> <li>Letter Picture Handwriting</li> <li>Capital Letters</li> <li>Lowercase Letters</li> </ul> </li> </ul>
30b. Print first and last names using proper letter formation, capitalization, and punctuation.	<ul style="list-style-type: none"> <li>Name Game</li> <li>Letter Trace</li> </ul>	
30c. Use lower case letters in the majority of written work, using capitals only when appropriate.	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> </ul>
30d. Write letters of the English alphabet in alphabetical order from memory.	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> <li>Letter Picture Handwriting</li> <li>Capital Letters</li> <li>Lowercase Letters</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.	<ul style="list-style-type: none"> <li>Songs: Double the Fun; Mama Squirrel's Sound Song</li> <li>Double the Fun</li> <li>Word Pattern</li> <li>Spell and Blend</li> <li>Word Blending</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> <li>/ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones</li> </ul> </li> </ul>
31a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.	<ul style="list-style-type: none"> <li>Word Pattern Spelling</li> <li>Word Construction</li> <li>Make and Spell</li> <li>Spell and Blend</li> <li>Spelling</li> <li>Spell Using the Six Syllable Types</li> </ul>	
31b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.	<ul style="list-style-type: none"> <li>Word Pattern Spelling</li> <li>Word Construction</li> <li>Make and Spell</li> <li>Spell and Blend</li> <li>Spell Using the Six Syllable Types</li> </ul>	
31c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.	<ul style="list-style-type: none"> <li>Songs: Blends: Consonants Together; Sheep in the Shadows; Charley Chick</li> <li>Letter Sound Screening</li> <li>Word Pattern Spelling</li> <li>Pattern Hunt</li> <li>Word Construction</li> <li>Make and Spell</li> <li>Spell and Blend</li> <li>Spelling</li> </ul>	
31d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.	<ul style="list-style-type: none"> <li>Songs: Blends: Consonants Together; Sheep in the Shadows; Charley Chick</li> <li>Word Pattern Spelling</li> <li>Pattern Hunt</li> <li>Word Construction</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> <li>Scope and Sequence of Skills</li> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
31e. Encode words with vowel-consonant-e syllable patterns.	<ul style="list-style-type: none"> <li>Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>Key Word Match</li> <li>Word Pattern Spelling</li> <li>Spell Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>Long Vowel Words Ending in E.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.                             <ul style="list-style-type: none"> <li>Pattern Word Building</li> <li>Word Study Introduction</li> <li>Spelling</li> </ul> </li> </ul>
31f. With prompting and support, encode words with the common vowel teams and diphthongs.	<ul style="list-style-type: none"> <li>Songs: Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Word Pattern Spelling</li> <li>Pattern Hunt</li> <li>Word Construction</li> <li>Make and Spell</li> <li>Spell and Blend</li> </ul>	
31g. With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.	<ul style="list-style-type: none"> <li>Song: Bossy Mr. R</li> <li>Build r-Controlled Syllable Words</li> <li>Word Pattern Spelling</li> </ul>	
31h. With prompting and support, encode words with final /ch/ sound spelled -ch and -tch .	<ul style="list-style-type: none"> <li>Word Pattern Spelling</li> <li>Word Construction</li> <li>Make and Spell</li> </ul>	
31i. With prompting and support, encode 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.	<ul style="list-style-type: none"> <li>Song: Double the Fun</li> <li>Double the Fun</li> <li>Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional Endings.pdf: Read words with inflectional endings.                             <ul style="list-style-type: none"> <li>Pattern Word Building: Double the Letter</li> </ul> </li> </ul>
31j. Encode words with final /v/ sound, using knowledge that no English word ends with a v.	<ul style="list-style-type: none"> <li>Rascal Presents a Word: Have</li> <li>Spelling Scramble</li> </ul>	
31k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.	<ul style="list-style-type: none"> <li>Word Pattern Spelling</li> <li>Key Word Screening</li> <li>Word Construction</li> <li>Make and Spell</li> <li>Spelling</li> <li>Spelling Scramble</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
31l. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position , pointing out the part of the word that does not follow the regular pattern.	<ul style="list-style-type: none"> <li>Word Pattern Spelling</li> <li>Make and Spell</li> <li>Spell and Blend</li> </ul>	
31m. Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.	<ul style="list-style-type: none"> <li>Songs: Put It At the End; Nouns; It Happened Yesterday; Let's Compare; Large, Larger, Largest</li> <li>Suffixes</li> <li>Plural Nouns</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional endings.pdf: Read words with inflectional endings.                             <ul style="list-style-type: none"> <li>Pattern Word Building: Double the Letter</li> <li>Language Concept: Plural Nouns</li> </ul> </li> </ul>
31n. With prompting and support, encode words with common prefixes re-, un- , and mis- .	<ul style="list-style-type: none"> <li>Song: Put It At the Front</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Cluing Off Frequently Occurring Affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word.                             <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
31o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.	<ul style="list-style-type: none"> <li>Song: Homophone Monkey</li> <li>Homophones</li> <li>Edit Tricky Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Homophones.pdf: Practice reading and writing skills. Review homophones, words that sound the same but have different spellings and meanings.                             <ul style="list-style-type: none"> <li>Word Play</li> <li>Homophones</li> </ul> </li> </ul>
32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<ul style="list-style-type: none"> <li>Songs: Capital Letters; Comma, Comma, Comma; Double the Fun</li> <li>Edit Punctuation</li> <li>Double the Fun</li> <li>Spell and Blend</li> <li>Word Pattern</li> <li>Spelling Scramble</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the dates and names of people.                             <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> <li>Punctuation.pdf: Use end punctuation for sentences.                             <ul style="list-style-type: none"> <li>What's My Sentence?</li> <li>A Closer Look</li> </ul> </li> <li>Commas.pdf: Use commas in dates and to separate single words in a series.                             <ul style="list-style-type: none"> <li>Commas</li> </ul> </li> </ul>
32a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Sentence features.pdf: Recognize the distinguishing features of a sentence.                             <ul style="list-style-type: none"> <li>Sentence Strips</li> <li>Language Concepts</li> </ul> </li> </ul>





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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
32b. Transcribe spoken words to demonstrate that print represents oral language.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
32c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Simple and Compound Sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> <li>Types of Sentences</li> </ul> </li> </ul>
32d. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs; Adjectives Describe</li> <li>Nouns</li> <li>Verbs</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> <li>Skill Builder Song: "Nouns"</li> <li>Nouns</li> </ul> </li> </ul>
32e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
32f. Begin each sentence with a capital letter.		<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> <li>"I Like Kites" Punctuation</li> </ul> </li> </ul>
32g. Capitalize the pronoun I and names of individuals.	<ul style="list-style-type: none"> <li>Song: Capital Letters; Pronouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> <li>"I Like Kites" Punctuation</li> </ul> </li> <li>Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> </ul>
32h. Use commas in dates and words in a series.	<ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma</li> </ul>	<ul style="list-style-type: none"> <li>Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> <li>Commas</li> </ul> </li> </ul>
32i. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.	<ul style="list-style-type: none"> <li>Song: Sentence Marks</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> <li>A Closer Look</li> <li>What's My Sentence?</li> <li>Sentence Strips</li> <li>Punctuation</li> <li>Sentences</li> </ul> </li> </ul>



# ALABAMA COURSE OF STUDY: ENGLISH LANGUAGE ARTS 2021

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.		<ul style="list-style-type: none"> <li>Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.               <ul style="list-style-type: none"> <li>Opinion Writing Activities</li> </ul> </li> </ul>
34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.		<ul style="list-style-type: none"> <li>Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.               <ul style="list-style-type: none"> <li>Narrative Writing Activities</li> </ul> </li> </ul>
35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.		<ul style="list-style-type: none"> <li>Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.               <ul style="list-style-type: none"> <li>Topical Writing Activities</li> </ul> </li> </ul>
36. With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.		<ul style="list-style-type: none"> <li>Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.               <ul style="list-style-type: none"> <li>Opinion Writing Activities</li> </ul> </li> </ul>
37. With prompting and support, write simple poems about a chosen subject.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
38. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>First Draft</li> </ul>	
39. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.		<ul style="list-style-type: none"> <li>Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.               <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> <li>Ask and Answer Activity</li> </ul> </li> </ul>
41. Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.	<ul style="list-style-type: none"> <li>ABC Order (1st Letter)</li> <li>ABC Order (2nd Letter)</li> </ul>	
42. Participate in shared research and writing projects to answer a question or describe a topic.		<ul style="list-style-type: none"> <li>Collaborative Writing.pdf: Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions)</li> </ul>
42a. Recall information from experiences to contribute to shared research and writing projects.	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>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). <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
42b. Gather information from provided sources.	<ul style="list-style-type: none"> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Recalling Information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> <li>The Writing Process</li> </ul> </li> </ul>
43. Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 2</b>		
<b>Literacy Foundations</b>		
<b>Oral Language</b>		
1. Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Class discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
2. Present information orally using complete sentences, appropriate volume, and clear pronunciation.		<ul style="list-style-type: none"> <li>Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>
2a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.		<ul style="list-style-type: none"> <li>Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>
2b. Use complex sentence structures when speaking.		<ul style="list-style-type: none"> <li>Forming Complete Sentences.pdf: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <ul style="list-style-type: none"> <li>Improved Responses</li> </ul> </li> </ul>
2c. Ask and answer questions to seek help, clarify meaning, or get information.		<ul style="list-style-type: none"> <li>Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
3. Demonstrate oral literacy skills by participating in a variety of oral language activities.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	<ul style="list-style-type: none"> <li>Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> <li>Tell a Story Activity</li> </ul> </li> </ul>
4. Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details.		<ul style="list-style-type: none"> <li>Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> <li>45 Online books for listening for key ideas and details</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Oral Language continued</i>		
5. Create recordings of stories or poems.		<ul style="list-style-type: none"> <li>Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> <li>Visual Aids and Recording Activity</li> </ul> </li> </ul>
6. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
7. Demonstrate standard English usage when speaking.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	
7a. Use collective nouns.	<ul style="list-style-type: none"> <li>Irregular Plurals</li> <li>Plural Nouns</li> </ul>	
7b. Form and use frequently-occurring irregular plural nouns.	<ul style="list-style-type: none"> <li>Song: Strange Spelling</li> <li>Book: Moose Are Not Meese</li> <li>Irregular Plurals</li> <li>Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> <li>Moose are Not Meese</li> <li>Plural Nouns</li> </ul> </li> </ul>
7c. Use reflexive pronouns.	<ul style="list-style-type: none"> <li>Song: Pronouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> <li>Reflexive Pronouns</li> </ul> </li> </ul>
7d. Form and use past tense forms of frequently-occurring irregular verbs.	<ul style="list-style-type: none"> <li>Songs: Irregular Verbs; It Happened Yesterday</li> <li>Irregular Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>Writing About the Past Activity</li> <li>Irregular Verbs</li> </ul> </li> </ul>
7e. Use adjectives and adverbs.	<ul style="list-style-type: none"> <li>Songs: Adverbs; Adjectives Describe</li> <li>Adverbs</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> <li>Treasure Hunt: Adjectives and Adverbs</li> <li>Simon Says: Verbs, Adverbs and Adjectives</li> <li>Adjectives</li> <li>Adverbs</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Oral Language <i>continued</i></b>		
7f. Produce and expand complete simple and compound sentences when speaking.	<ul style="list-style-type: none"> <li>Revise: Start Sentences Differently; Add Details; Use Interesting Words</li> </ul>	<ul style="list-style-type: none"> <li>Simple and Compound Sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences.                             <ul style="list-style-type: none"> <li>Change the Sentence</li> </ul> </li> </ul>
<b>Phonological Awareness/Phonemic Awareness</b>		
8. Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.	<ul style="list-style-type: none"> <li>Letter Sound Instruction</li> <li>Letter Sound Screening</li> </ul>	
9. Demonstrate advanced phonemic awareness skills in spoken words.	Waterford provides explicit and systematic instruction to teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.	
9a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.	<ul style="list-style-type: none"> <li>Phoneme Substitution</li> <li>One, Two, Three Sounds</li> <li>Phoneme Eliminator</li> </ul>	
9b. Delete the initial sound in an initial blend in a one-syllable base word.	<ul style="list-style-type: none"> <li>Phoneme Eliminator</li> </ul>	
9c. With prompting and support, delete the medial and final sounds in blends in one syllable base words.	<ul style="list-style-type: none"> <li>Phoneme Eliminator</li> </ul>	
9d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next.	<ul style="list-style-type: none"> <li>Phoneme Eliminator</li> <li>Circus Clown Climbers</li> <li>One, Two, Three Sounds</li> <li>Barnyard Bash</li> <li>Change One Sound</li> </ul>	
9e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.	Waterford provides explicit and systematic instruction to teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics</b>		
10. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.	<ul style="list-style-type: none"> <li>Decode Syllable Words: CVC; Open; Open &amp; Closed; Consonant+le; Multisyllabic</li> <li>Decode Using the Six Syllable Types</li> <li>Identify Vowel Team Syllable Words</li> <li>Identify r-Controlled Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>Readable Check Sheets</li> </ul> </li> </ul>
10a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.	<ul style="list-style-type: none"> <li>Decode Syllable Words: CVC; Open; Open &amp; Closed; Consonant+le; Multisyllabic</li> <li>Decode Using the Six Syllable Types</li> <li>Identify r-Controlled Syllable Words</li> </ul>	
10b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.	<ul style="list-style-type: none"> <li>Decode Syllable Words: CVC; Open; Open &amp; Closed; Consonant+le; Multisyllabic</li> <li>Decode Using the Six Syllable Types</li> </ul>	
10c. Decode and encode words with three-consonant blends and blends containing digraphs.	<ul style="list-style-type: none"> <li>Song: Blends: Consonants Together</li> <li>Blend Phonemes</li> <li>Circus Clown Climbers</li> <li>Spell and Blend</li> </ul>	
10d. Decode and encode words with consonant digraphs, trigraphs, and combinations.	<ul style="list-style-type: none"> <li>Song: Blends: Consonants Together</li> <li>Blend Phonemes</li> <li>Spell and Blend</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> <li>Scope and Sequence of Skills</li> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>



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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonics continued</i>		
10e. Decode and encode words with variable vowel teams and vowel diphthongs.	<ul style="list-style-type: none"> <li>Songs: Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Build Vowel Team Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>Readable Check Sheets</li> </ul> </li> </ul>
10f. Decode and encode words with vowel-r combinations.	<ul style="list-style-type: none"> <li>Song: Bossy Mr. R</li> <li>Identify r-Controlled Syllable Words</li> <li>Build r-Controlled Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> </ul> </li> </ul>
10g. Decode and encode words that follow the -ild, -ost, -old, -olt, and -ind patterns.	<ul style="list-style-type: none"> <li>Readable Word Play</li> <li>Spell and Blend</li> <li>Word Pattern</li> <li>Word Mastery</li> <li>Word Recognition</li> </ul>	
10h. Decode and encode words with a after w read /ă/ and a before l read /â/.	<ul style="list-style-type: none"> <li>Word Recognition</li> <li>Spelling Scramble</li> <li>Readable Word Play</li> <li>Spell and Blend</li> </ul>	<ul style="list-style-type: none"> <li>Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> </ul> </li> </ul>
10i. Decode and encode words with or after w read /er/.	<ul style="list-style-type: none"> <li>Readable Word Play</li> <li>Spell and Blend</li> <li>Word Pattern</li> <li>Word Mastery</li> <li>Word Recognition</li> </ul>	
10j. Decode and encode words with the hard and soft sounds of c and g, in context and in isolation.	<ul style="list-style-type: none"> <li>Song: C and G</li> <li>Power Words</li> </ul>	



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonics continued</i>		
10k. Decode and encode 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, and words with vowel y in medial position, producing the short /i/ sound for these words.	<ul style="list-style-type: none"> <li>Songs: Tricky Y to I; Blicky Licky Land</li> <li>Change Y to I</li> <li>Readable Word Play</li> </ul>	
10l. Decode words with silent letter combinations.	<ul style="list-style-type: none"> <li>Song: Silent Letters</li> </ul>	<ul style="list-style-type: none"> <li>Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> </ul> </li> </ul>
10m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.	<ul style="list-style-type: none"> <li>Songs: Put It At the Front; Put It At the End; More Than One; Tricky Y to I; Drop Magic E</li> <li>Change Y to I</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Prefix and Suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> <li>Lesson 30: Prefixes and Suffixes</li> <li>Invent a Word: Prefixes</li> <li>Build a Word: Prefixes</li> <li>Past Tense Verb</li> <li>Prefixes</li> <li>Suffixes</li> </ul> </li> </ul>
10n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; C and G; Key Words</li> <li>Word Mastery</li> <li>Key Word Match</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Word Construction</li> <li>Word Pattern Spelling</li> <li>Say and Trace</li> <li>Power Words</li> </ul>	
10o. Decode and encode contractions with am, is, has, not, have, would, and will.	<ul style="list-style-type: none"> <li>Songs: Contraction Action; Apostrophe Pig</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> <li>Contractions</li> <li>Possessive Nouns</li> </ul> </li> </ul>



# ALABAMA COURSE OF STUDY: ENGLISH LANGUAGE ARTS 2021

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Fluency</b>		
11. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.	<ul style="list-style-type: none"> <li>Reading Detective</li> <li>Read-Along Books (See titles at end of document.)</li> <li>Fluency Comprehension</li> </ul>	
12. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	<ul style="list-style-type: none"> <li>Informational Books</li> <li>Readable Books</li> <li>Read-Along Books (See titles at end of document.)</li> <li>Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> </ul>	<ul style="list-style-type: none"> <li>Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> <li>Fluency Check Sheets</li> </ul> </li> </ul>
13. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.	<ul style="list-style-type: none"> <li>Books: Rocks in My Socks; Bad News Shoes; Poetry Book 1; Poetry Book 2; The Swing</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> <li>Poetry Book 1</li> <li>Poetry Book 2</li> <li>Bad News Shoes</li> <li>Movin' to the Music Time</li> <li>Winter Snoozers</li> </ul> </li> </ul>
14. Read high-frequency words commonly found in grade-appropriate text.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Traditional Tales</li> <li>Informational Books (See titles at end of document.)</li> <li>Power Words</li> </ul>	<ul style="list-style-type: none"> <li>Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> <li>Fluency Check Sheets"</li> </ul> </li> </ul>
<b>Vocabulary</b>		
15. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
15a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	<ul style="list-style-type: none"> <li>Power Words</li> </ul>	



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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary continued</i>		
16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Adjectives Describe; Verbs; Antonym Ant</li> <li>Synonyms</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Identify Real-Life Connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> <li>Word Card Activity</li> </ul> </li> </ul>
16a. Use knowledge of antonyms and synonyms.	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Antonym Ant</li> <li>Synonyms</li> <li>Adjectives</li> </ul>	
16b. Distinguish shades of meaning among verbs and adjectives.	<ul style="list-style-type: none"> <li>Songs: Adjectives Describe; Verbs</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Closely Related Verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> <li>Shades of Meaning Charades</li> </ul> </li> </ul>
16c. Use knowledge of homophones to determine use of the correct word.	<ul style="list-style-type: none"> <li>Song: Homophone Monkey</li> <li>Homophones</li> <li>Edit Tricky Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Homophones.pdf: Practice reading and writing skills. Review homophones, words that sound the same but have different spellings and meanings. <ul style="list-style-type: none"> <li>Word Play</li> <li>Homophones</li> </ul> </li> </ul>
16d. With prompting and support, interpret figurative language.	<ul style="list-style-type: none"> <li>Book: Animals in the House</li> </ul>	
17. Analyze meaningful parts of words and phrases in discussions and/or text.	<ul style="list-style-type: none"> <li>Songs: Put it at the Front; Put it at the End; Compound Words; Key Words</li> <li>Read-Along Books</li> <li>Informational Books</li> <li>Traditional Tales (See titles at end of document.)</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>
17a. Identify possessives and plurals and use them as clues to the meaning of text.	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Contraction Action</li> <li>Contractions</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> <li>Contractions</li> <li>Possessive Nouns</li> </ul> </li> </ul>
17b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.	<ul style="list-style-type: none"> <li>Songs: Put it at the Front; Put it at the End; Compound Words; Key Words</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> <li>Affixes and Inflections</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary <i>continued</i></b>		
18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> <li>Vocabulary Dictionary</li> </ul> </li> </ul>
19. Identify new vocabulary and the use of word meanings in text to establish real-life connections.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
20. Use grade-level academic and domain-specific vocabulary to gain meaning from text.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
21. Use grade-level academic and domain-specific vocabulary in writing.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
<b>Comprehension</b>		
22. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	
23. Identify the main story elements in a literary text.	<ul style="list-style-type: none"> <li>Read-Along Books (See titles at end of document.)</li> <li>Compare Characters</li> <li>Map the Story</li> <li>Peek at the Story</li> <li>Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> <li>27 Online books to demonstrate understanding characters, setting, and plot.</li> </ul> </li> </ul>



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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension continued</i>		
23a. Explain the plot of a narrative, using textual evidence to list the major events in sequence.	<ul style="list-style-type: none"> <li>Read-Along Books (See titles at end of document.)</li> <li>Compare Characters</li> <li>Sum Up: Remember Order</li> <li>Map the Story</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges.               <ul style="list-style-type: none"> <li>What if You Were an Octopus?</li> <li>Why Wind and Water Fight</li> </ul> </li> </ul>
23b. Describe the characters' traits, feelings, and behaviors in a story.	<ul style="list-style-type: none"> <li>Read-Along Books (See titles at end of document.)</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges.               <ul style="list-style-type: none"> <li>What if You Were an Octopus?</li> <li>Why Wind and Water Fight</li> </ul> </li> </ul>
23c. Describe the setting of a narrative, using textual evidence.	<ul style="list-style-type: none"> <li>Read-Along Books (See titles at end of document.)</li> <li>Compare Characters</li> <li>Map the Story</li> <li>Peek at the Story</li> <li>Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.               <ul style="list-style-type: none"> <li>27 Online books to demonstrate understanding characters, setting, and plot.</li> </ul> </li> </ul>
23d. Identify the central message or moral of a story.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.               <ul style="list-style-type: none"> <li>Why Wind and Water Fight</li> <li>The Snow Lion</li> <li>How Rivers Began</li> <li>The Story of Tong and Mai Nhia</li> </ul> </li> </ul>
23e. Identify the theme in myths, fables, and folktales.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.               <ul style="list-style-type: none"> <li>Why Wind and Water Fight</li> <li>The Snow Lion</li> <li>How Rivers Began</li> <li>The Story of Tong and Mai Nhia</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension continued</i>		
24. Identify the main idea and supporting details of literary and informational texts.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> <li>Great White Bird</li> <li>The Talking Lizard</li> <li>Winter Snoozers</li> </ul> </li> <li>Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> <li>52 Online books to practice strategies for understanding.</li> </ul> </li> </ul>
24a. Explain how the supporting details contribute to the main idea.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Map the Story</li> <li>Sum Up: Remember Order</li> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> <li>Vocabulary Match: Islands and Volcanoes</li> <li>Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
24b. Recount or summarize key ideas from the text.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Key Details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> <li>45 Online books for listening for key ideas and details</li> </ul> </li> </ul>
25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
25a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
25b. Explain how specific features can clarify a text or enhance comprehension.	<ul style="list-style-type: none"> <li>Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension continued</i>		
26. Compare and contrast important details presented by two texts on the same topic or theme.	<ul style="list-style-type: none"> <li>Books: Louis Braille and Seeing Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic.                             <ul style="list-style-type: none"> <li>Venn Diagram Activity: Penguins and Falcons</li> </ul> </li> </ul>
26a. Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Traditional Tales (See titles at end of document.)</li> <li>Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures.                             <ul style="list-style-type: none"> <li>Story Variations Activity</li> </ul> </li> </ul>
26b. Compare and contrast story elements of literary texts.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Traditional Tales (See titles at end of document.)</li> <li>Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures.                             <ul style="list-style-type: none"> <li>Story Variations Activity</li> </ul> </li> </ul>
27. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	<ul style="list-style-type: none"> <li>Reading Detective</li> <li>Sum Up: Remember Order</li> <li>Map the Story</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                             <ul style="list-style-type: none"> <li>27 Online books to demonstrate understanding characters, setting, and plot.</li> </ul> </li> </ul>
28. Establish a purpose before reading literary and informational texts to enhance comprehension.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Sum Up: Five Ws</li> <li>Build Knowledge</li> <li>Map the Story</li> </ul>	<ul style="list-style-type: none"> <li>Reading check_1.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>30 Online books with Comprehension Discussion Activities</li> </ul> </li> </ul>
29. With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.	<ul style="list-style-type: none"> <li>Reading Detective</li> <li>Sum Up: Remember Order</li> <li>Map the Story</li> </ul>	
30. Read and comprehend literary and informational texts.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Reading check_1.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>30 Online books with Comprehension Discussion Activities</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension continued</i>		
30a. State and confirm predictions about a text.	<ul style="list-style-type: none"> <li>• Reading Detective</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	
30b. Use background knowledge to make connections to new text.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Map the Story</li> </ul>	
30c. Draw conclusions based on the text.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Map the Story</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	
31. Use information from a text to determine the author's purpose in different forms of informational and literary texts.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the Main Purpose of a Text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe.                             <ul style="list-style-type: none"> <li>- Great White Bird</li> <li>- The Pizza Book</li> <li>- The Piñata Book</li> <li>- The Talking Lizard</li> <li>- The Courage to Learn</li> <li>- The Bee's Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>
32. Identify rhyme schemes in poems or songs.	<ul style="list-style-type: none"> <li>• Books: Poetry Book 1; Poetry Book 2; The Swing; Bad News Shoes</li> </ul>	
33. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.	<ul style="list-style-type: none"> <li>• Books: Poetry Book 1; Poetry Book 2; The Swing; Bad News Shoes</li> </ul>	



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Comprehension <i>continued</i></b>		
34. Differentiate between fact and opinion in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>	
34a. Use prior knowledge and information gathered from research to evaluate opinions in texts.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>	
34b. Use textual evidence and gathered research from reliable sources to prove facts.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>	
35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.		<ul style="list-style-type: none"> <li>Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion.                             <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
36. Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so , to help build syntactic awareness and comprehension at the sentence level.		<ul style="list-style-type: none"> <li>Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.                             <ul style="list-style-type: none"> <li>Types of Sentences</li> <li>Skill Builder Song</li> </ul> </li> <li>Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>Conjunctions</li> </ul> </li> </ul>
<b>Writing</b>		
37. Write legibly.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
37a. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
37b. Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
37c. Form uppercase and lowercase letters in cursive.	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	



# ALABAMA COURSE OF STUDY: ENGLISH LANGUAGE ARTS 2021

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
38. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.	<ul style="list-style-type: none"> <li>Letter Sound</li> <li>Name That Sound</li> <li>Name That Letter Sound</li> <li>Letter Sound Songs</li> <li>Word Pattern Spelling</li> <li>Pattern Hunt</li> <li>Word Construction</li> <li>Make and Spell</li> <li>Spell and Blend</li> <li>Spelling</li> <li>Spelling Scramble</li> <li>Spelling Exploration</li> <li>All-Star Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words.               <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; / ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> </ul> </li> </ul>
38a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.	<ul style="list-style-type: none"> <li>CVC Syllable Words</li> <li>Open Syllable Words</li> <li>Open and Closed Syllable Words</li> <li>Decode Using the Six Syllable Types</li> <li>Vowel Team Syllable Words</li> <li>r-Controlled Syllable Words</li> <li>Consonant+le Syllable Words</li> <li>Multisyllabic Words</li> </ul>	
38b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.	<ul style="list-style-type: none"> <li>CVC Syllable Words</li> <li>Open Syllable Words</li> <li>Open and Closed Syllable Words</li> <li>Decode Using the Six Syllable Types</li> <li>Vowel Team Syllable Words</li> <li>r-Controlled Syllable Words</li> <li>Consonant+le Syllable Words</li> <li>Multisyllabic Words</li> </ul>	
38c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.	<ul style="list-style-type: none"> <li>Song: Sneaky Magic E</li> <li>Rascal Presents a Word; Have</li> <li>Spelling Instruction</li> <li>Spelling Scramble</li> </ul>	



# ALABAMA COURSE OF STUDY: ENGLISH LANGUAGE ARTS 2021

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
38d. Encode one- and two-syllable words with long and short vowel patterns.	<ul style="list-style-type: none"> <li>Word Pattern Spelling</li> <li>Pattern Hunt</li> <li>Word Construction</li> <li>Spell and Blend</li> <li>Spelling</li> <li>Spelling Scramble</li> <li>Spelling Exploration</li> <li>All-Star Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Long and Short Vowel Cards</li> </ul> </li> </ul>
38e. Encode words with two- and three-consonant blends, including those containing digraphs.	<ul style="list-style-type: none"> <li>Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where is a Whale?; Blends: Consonants Together</li> <li>Word Mastery</li> <li>Sound Room</li> <li>Word Pattern</li> <li>Word Recognition</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Name That Sound</li> <li>Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> <li>Scope and Sequence of Skills</li> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>
38f. Encode words with consonant digraphs, trigraphs, and combinations.	<ul style="list-style-type: none"> <li>Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where is a Whale?; Blends: Consonants Together; Charley Chick</li> <li>Word Mastery</li> <li>Word Recognition</li> <li>Spell and Blend</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> <li>Scope and Sequence of Skills</li> <li>Consonant Blending: -ck, cl-, spl</li> <li>Pattern Word Blending: -uff</li> <li>Pattern Word Blending: -ash</li> <li>Sounds Fun!</li> </ul> </li> </ul>
38g. Encode words with the common vowel teams, including diphthongs.	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Readable Word Play</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Spelling Exploration</li> <li>Spelling Game</li> <li>Word Recognition</li> <li>Spell and Blend</li> <li>Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>Readable Check Sheets</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
38h. Encode words with vowel-r combinations.	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Readable Word Play</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Spelling Exploration</li> <li>Build r-Controlled Syllable Words</li> <li>Spelling Game</li> <li>Word Recognition</li> <li>Spell and Blend</li> <li>Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>Readable Check Sheets</li> </ul> </li> </ul>
38i. Encode words that follow the -ild, -ost, -old, -olt , and -ind patterns.	<ul style="list-style-type: none"> <li>Readable Word Play</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Spelling Exploration</li> <li>Spelling Instruction</li> <li>Spelling Game</li> <li>Word Recognition</li> <li>Spell and Blend</li> <li>Spelling Scramble</li> </ul>	
38j. Encode words with a after w read /ă/ and a before l read /â/.	<ul style="list-style-type: none"> <li>Word Recognition</li> <li>Spelling Scramble</li> <li>Readable Word Play</li> <li>Spell and Blend</li> </ul>	
38k. Encode words with or after w read /er/.	<ul style="list-style-type: none"> <li>Word Recognition</li> <li>Spelling Scramble</li> <li>Readable Word Play</li> <li>Spell and Blend</li> </ul>	
38l. Encode words with hard and soft c and g.	<ul style="list-style-type: none"> <li>Song: C and G</li> <li>Power Words</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
38m. Encode 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, and words with vowel y in medial position, producing the short /i/ sound for these words.	<ul style="list-style-type: none"> <li>Songs: Tricky Y to I; Blicky Licky Land</li> <li>Readable Word Play</li> </ul>	
38n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.	<ul style="list-style-type: none"> <li>Songs: Put It At the Front; Put It At the End; More Than One; Tricky Y to I; Drop Magic E; Blicky Licky Land</li> <li>Change Y to I</li> <li>Prefixes</li> <li>Suffixes</li> <li>Readable Word Play</li> </ul>	
38o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.	<ul style="list-style-type: none"> <li>Word Pattern Spelling</li> <li>Word Construction</li> <li>Make and Spell</li> <li>Spell and Blend</li> <li>Spelling Scramble</li> <li>Spelling Exploration</li> <li>All-Star Spelling</li> </ul>	
38p. Encode contractions with am, is, has, not, have, would, and will , using apostrophes appropriately.	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Contraction Action</li> <li>Contractions</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.                             <ul style="list-style-type: none"> <li>Contractions</li> <li>Possessive Nouns</li> </ul> </li> </ul>
38q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.	<ul style="list-style-type: none"> <li>Song: Homophone Monkey</li> <li>Homophones</li> <li>Edit Tricky Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Homophones.pdf: Practice reading and writing skills. Review homophones, words that sound the same but have different spellings and meanings.                             <ul style="list-style-type: none"> <li>Word Play</li> <li>Homophones</li> </ul> </li> </ul>
39. Organize a list of words into alphabetical order according to first, second, and third letters.	<ul style="list-style-type: none"> <li>ABC Order (1st Letter)</li> <li>ABC Order (2nd Letter)</li> </ul>	



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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.	<ul style="list-style-type: none"> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> <li>15 Story examples with suggestions for student writing.</li> </ul> </li> </ul>
41. Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.	<ul style="list-style-type: none"> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> <li>Noise? What Noise?</li> <li>The Pizza Books</li> <li>Little Tree</li> </ul> </li> </ul>
42. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.	<ul style="list-style-type: none"> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> <li>Bad News Shoes</li> <li>The Piñata Book</li> <li>Winter Snoozers</li> </ul> </li> </ul>
43. Write complete sentences demonstrating knowledge of punctuation conventions.		<ul style="list-style-type: none"> <li>Forming Complete Sentences.pdf: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <ul style="list-style-type: none"> <li>Improved Responses</li> </ul> </li> </ul>
43a. Utilize commas with words in a series in a sentence.	<ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma</li> <li>Edit Commas</li> </ul>	
43b. Use apostrophes to form contractions and possessives.	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Contraction Action</li> <li>Contractions</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> <li>Contractions</li> <li>Possessive Nouns</li> </ul> </li> </ul>
43c. Use punctuation to set off interjections.	<ul style="list-style-type: none"> <li>Expression: Exclamations</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
43d. Expand sentences using frequently-occurring conjunctions.	<ul style="list-style-type: none"> <li>Power Words</li> </ul>	<ul style="list-style-type: none"> <li>Using Words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). <ul style="list-style-type: none"> <li>Conjunctions</li> <li>New Words and Phrases</li> </ul> </li> </ul>
44. With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.		<ul style="list-style-type: none"> <li>Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> </ul>
45. Demonstrate understanding of standard English language conventions when writing.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
45a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.	<ul style="list-style-type: none"> <li>Songs: Nouns; More Than One; Verbs; It Happened Yesterday; Adjectives Describe</li> <li>Nouns</li> <li>Verbs</li> <li>Adjectives</li> <li>Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives vs. Adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> <li>Treasure Hunt: Adjectives and Adverbs</li> <li>Simon Says: Verbs, Adverbs and Adjectives</li> <li>Adjectives</li> <li>Adverbs</li> </ul> </li> </ul>
45b. Form regular nouns and verbs by adding -s or -es .	<ul style="list-style-type: none"> <li>Songs: More Than One; Nouns</li> <li>Nouns</li> <li>Plural Nouns</li> <li>Verbs</li> </ul>	
45c. Form and use simple present and past verb tenses.	<ul style="list-style-type: none"> <li>Songs: It Happened Yesterday; Verbs</li> <li>Verbs</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Past Tense Irregular Verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> <li>Writing About the Past Activity</li> <li>Irregular Verbs</li> </ul> </li> </ul>
45d. Form plurals by changing -y to -ies.	<ul style="list-style-type: none"> <li>Song: Tricky Y to I</li> <li>Change Y to I</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing continued</i>		
45e. Form and use frequently-occurring irregular plural nouns and verbs.	<ul style="list-style-type: none"> <li>Songs: Strange Spelling; Irregular Verbs</li> <li>Book: Moose Are Not Meese</li> <li>Irregular Plurals</li> <li>Plural Nouns</li> <li>Irregular Verbs</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns.                             <ul style="list-style-type: none"> <li>Moose are Not Meese</li> <li>Plural Nouns</li> </ul> </li> <li>Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs.                             <ul style="list-style-type: none"> <li>Writing About the Past Activity</li> <li>Irregular Verbs</li> </ul> </li> </ul>
45f. Use plural possessives.	<ul style="list-style-type: none"> <li>Song: Apostrophe Pig</li> <li>Possessive Nouns</li> </ul>	
46. Gather and use research to answer questions to complete a research product.		<ul style="list-style-type: none"> <li>Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question.                             <ul style="list-style-type: none"> <li>All on the Same Earth</li> <li>The Bee's Secret</li> </ul> </li> </ul>
46a. Create topics of interest for a research project.	<ul style="list-style-type: none"> <li>Prewrite: Word Bank; Title; Mapping</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Writing Topics.pdf: These questions can help students brainstorm about writing topics.</li> </ul>
46b. Create questions to gather information for a research project.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Find an Answer</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion.                             <ul style="list-style-type: none"> <li>Ball Toss Activity</li> </ul> </li> </ul>
46c. Find information from a variety of sources.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question.                             <ul style="list-style-type: none"> <li>All on the Same Earth</li> <li>The Bee's Secret</li> </ul> </li> </ul>
46d. Define plagiarism and explain the importance of using their own words.	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.	



## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

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

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

### Sentence Dictation Titles

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

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



## SUPPORT

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

## CONTINUAL DEVELOPMENT

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

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

## SONGS

## Beginning Math Songs

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

## Nursery Songs and Rhymes

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

## Beginning Reading Songs

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

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

## 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)

## 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.*

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