

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*Idaho Content
Standards
English
Language Arts/
Literacy 2022*

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

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IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
Foundational Reading Skills Strand K.FR-		
Print Concepts (PC)		
1. Demonstrate understanding of the basic features of print. 1a. Locate a printed word on a page.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Following words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> Print Directionality
1b. Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> Letters Make Words 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 2
1c. Know that print (not pictures) is what we read, and text holds meaning.	<ul style="list-style-type: none"> Print Concepts Words Tell About the Pictures 	
1d. Follow words from left to right with return sweep at the end of each 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"> Following words.pdf: Follow words from left to right, top to bottom, and page-by-page.
1e. Read left to right, top to bottom, and page by page.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> Following words.pdf: Follow words from left to right, top to bottom, and page-by-page.
1f. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> Print Concepts
1g. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Capital Letters; Sentence Marks Sentences Sentence Marks 	
1h. Identify and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> ABC Songs Letters Introduction Letter Match Letter Checker Fast Letter Fun Letter Pictures Find the Letter Name That Letter 	<ul style="list-style-type: none"> Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> Writing Practice

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonemic Awareness (PA)		
<p>2. Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>2a. Identify and produce rhyming words.</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words 	<ul style="list-style-type: none"> • Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> - Change the Rhyme - Rhyming Riddles - "Down by the Bay" - Rhyme Match - Rhyming Bingo - Sound Sense Cards
<p>2b. Count, pronounce, blend, delete, and segment syllables in spoken words.</p>	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Blend Spoken Syllables 	<ul style="list-style-type: none"> • Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> - Segmenting Syllables
<p>2c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Segment Onset/Rime 	<ul style="list-style-type: none"> • Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> - Blending: Onset-Rime 1 - Blending: Onset-Rime 2
<p>2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken three-phoneme (consonant-vowel-consonant, or CVC) words and say the resulting word (Note: This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<ul style="list-style-type: none"> • Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? 	<ul style="list-style-type: none"> • Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards
<p>2e. Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> • Circus Clown Climbers • Barnyard Bash • Phoneme Substitution 	

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Phonics and Decoding (PH)		
<p>3. Use knowledge of grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Demonstrate knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant letter.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound Screening • Name That Letter Sound 	
<p>3b. Associate the long and short sounds for the five major vowel letters.</p>	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Letter Sound Songs • Letter Sound • Name That Letter Sound 	<ul style="list-style-type: none"> • Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
<p>3c. Read common high-frequency words with automaticity by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words 	
<p>3d. Distinguish between similarly spelled CVC words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> • Letter Sound • Letter Sound Screening • Name That Letter Sound • Barnyard Bash 	
Reading Comprehension Strand K.RC-		
Text Complexity (TC)		
<p>1. (Text Complexity begins in grade 2.)</p>		
Volume of Reading to Build Knowledge (V)		
<p>2. Regularly engage in listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.</p>	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Read-Along Books • Informational Books (See titles at end of document.) 	

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Textual Evidence (TE)		
3. Ask and answer questions about key details in texts heard.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key Details Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension
Reading Fluency (RF)		
4. Read emergent-reader texts (e.g., rhymes, songs, simple poems) with purpose and understanding.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check.pdf: Read emergent -reader texts with purpose and understanding. <ul style="list-style-type: none"> - A Mat - Lil - Nan and the Ham - The Hat - Decodable Books to print
Literature (L)		
5. With support, use evidence from literature read aloud to demonstrate understanding of grade-level texts. 5a. Retell key details of familiar stories, poems, and nursery rhymes heard.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • Picture Clues 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
5b. Describe the connection between characters, settings, and major events in stories heard.	<ul style="list-style-type: none"> • Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. <ul style="list-style-type: none"> - How to Grow a Garden - Think With Me - Growing Flowers
5c. Identify the front cover, back cover, and title page of stories.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> - Fawn Eyes - What Is a Cloud? - Legs

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<i>Literature (L) continued</i>		
5d. Define the roles of authors and illustrators in presenting the ideas or information in stories.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> 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"> Fawn Eyes What Is a Cloud? A Story in the Snow
5e. Compare and contrast the adventures or experiences of characters in familiar stories heard.	<ul style="list-style-type: none"> Compare Characters 	<ul style="list-style-type: none"> Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> My Super Sticky Sandwich and Lumpy Mush Lost Socks and Play Ball At Camp and Family Vacation
<i>Nonfiction Text (NF)</i>		
6. With support, use evidence from nonfiction works read aloud to demonstrate of grade-level texts. 6a. Retell key details of texts heard.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Find an Answer Sum Up: Five Ws Sum Up: Remember Order 	<ul style="list-style-type: none"> 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"> Seeing Fingers What Is a Cloud? Legs
6b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard.	<ul style="list-style-type: none"> Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm Connect to Me Build Knowledge 	<ul style="list-style-type: none"> Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. <ul style="list-style-type: none"> How to Grow a Garden Think With Me Growing Flowers
6c. Identify the front cover, back cover, and title page of nonfiction texts.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? Legs
6d. Identify the reasons authors give to support points in texts heard.	<ul style="list-style-type: none"> Book: What Is a Cloud? 	<ul style="list-style-type: none"> Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> How to Grow a Garden Think With Me

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Nonfiction Text (NF) <i>continued</i>		
6e. Identify basic similarities in and differences between two texts heard on the same topic.	<ul style="list-style-type: none"> Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. <ul style="list-style-type: none"> How to Grow a Garden Growing Flowers Think With Me
Vocabulary Development Strand K.VD-		
Word Building (WB)		
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. 1a. Ask and answer questions about unknown words in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> Unknown Words.pdf: Ask and answer questions about unknown words in a text. <ul style="list-style-type: none"> What Does It Mean? Picture This I See...I Wonder Guess the Covered Word
1b. Identify new meanings for familiar words and apply them accurately (e.g., discovering the verb “roll” is also a noun).	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"> Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> One Word, Two Meanings
2. With support, explore word relationships and nuances in word meanings. 2a. Sort common objects into categories (e.g., foods, size) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> Sort Make Comparisons 	<ul style="list-style-type: none"> Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> Object Sort
2b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.	<ul style="list-style-type: none"> Songs: Verbs; Adjectives Describe Book: Opposites Opposites Verbs Adjectives 	<ul style="list-style-type: none"> 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"> Guess the Opposite
2c. Distinguish shades of meaning among verbs describing the general action (e.g., walk, march, strut, prance).	<ul style="list-style-type: none"> Songs: Verbs; Synonym Tree 	<ul style="list-style-type: none"> Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> Shades-of-Meaning Charades

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Word Building (WB) <i>continued</i>		
2d. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<ul style="list-style-type: none"> • Readable Books (See titles at end of document.) • Connect to Me 	<ul style="list-style-type: none"> • Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful). <ul style="list-style-type: none"> - Make Connections
Academic Vocabulary (AV)		
3. With support, use words and phrases acquired through conversations, reading, and listening to texts.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> • Using Words.pdf: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <ul style="list-style-type: none"> - In the Rain - José Three
Research Strand K.RS-		
Inquiry Process to Build, Present, and Use Knowledge (IP)		
1. (Inquiry process begins in grade 1.)		
Deep Reading on Topics to Build Knowledge (DR)		
2. Listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Traditional Tales • Informational Books (See titles at end of document.) 	
Writing Strand K.W.		
Range of Writing (RW)		
1. Routinely write or dictate writing for a range of tasks, purposes, and audiences.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <ul style="list-style-type: none"> - The Germs - Lumpy Mush
Handwriting and Keyboarding (HWK)		
2. Print all uppercase and lowercase letters of the alphabet. Write left to right and top to bottom with appropriate spaces between letters.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace • Letters Introduction • Letter Match 	<ul style="list-style-type: none"> • Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting (Aa-Zz)
3. (Keyboarding skills begin in grade 3.)		

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Oral and Digital Communications Strand K.ODC-		
Oral Communications (OC)		
<p>1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for discussions; listening to others and taking turns speaking through at least two exchanges.</p>	<p>Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.</p>	<ul style="list-style-type: none"> • Speaking and Listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Taking Turns
<p>2. With support, confirm understanding of a text read aloud or information presented orally by asking and answering questions.</p>		<ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
<p>3. With support, ask and answer questions to seek help, get information, or clarify something that is not understood.</p>		<ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine
<p>4. Describe familiar people, places, things, and events with support.</p>		<ul style="list-style-type: none"> • Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> - My Favorite Things

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Digital Communications (DC)		
5. (Digital Communications begin in grade 3.)		
Grammar and Conventions Strand K.GC-		
Grammar and Usage (GU)		
1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. 1a. Form regular plural nouns orally by adding 's' or 'es' sound.	<ul style="list-style-type: none"> • Songs: Nouns; More Than One • Nouns • Plural Nouns 	
1b. Use interrogatives to ask questions in full sentences (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Sum Up: Five Ws • Science Investigation 	
1c. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> • Song: Preposition Cat 	<ul style="list-style-type: none"> • Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> - Prepositions
1d. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> - Making Up Sentences
Mechanics (M)		
2. Recognize and name end punctuation.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentence Marks 	<ul style="list-style-type: none"> • Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> - "I Like Kites" Punctuation
3. Spell words phonetically, drawing on knowledge of sound-letter relationships.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound Screening • Letter Trace • Name That Letter Sound 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> - Spelling by Sound Activity

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GRADE 1		
Foundational Reading Skills Strand 1.FR-		
Phonemic Awareness (PA)		
2. Demonstrate understanding of spoken words, syllables, and sounds. 2a. Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Songs: Old MacDonald Has Some Vowels; Apples and Bananas • Identify Short and Long Vowel Sounds 	<ul style="list-style-type: none"> • Long vs. Short Vowel Sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards
2b. Orally produce single-syllable words by blending sounds, including consonant blends.	<ul style="list-style-type: none"> • Song: Blends: Consonants Together • Blend Phonemes • Blend Decodable Words • Blending • Blend Every Sound (Phonemes) • Find the Picture 	<ul style="list-style-type: none"> • Form Words by Blending Sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards
2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? 	<ul style="list-style-type: none"> • Form Words by Blending Sounds.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ul style="list-style-type: none"> - Segmenting: First Phoneme - Segmenting: Last Phoneme - Phoneme Categorization - Sound Sense Playing Cards
2d. Delete initial and final sounds in spoken single syllable words and say the resulting word.	<ul style="list-style-type: none"> • Phoneme Eliminator 	
2e. Segment and blend sequences of individual sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Blend Phonemes • Blending • Blend Every Sound (Phonemes) • Word Blending • Phoneme Segmentation 	<ul style="list-style-type: none"> • Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. <ul style="list-style-type: none"> - Segmenting - Which Word? - What's My Name? - Sound Sorting - Win the Card - No First Sound - Sound Sense Playing Cards

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Phonics and Decoding (PH)		
<p>3. Use knowledge of grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows • Blend Phonemes • Pattern Words 	<ul style="list-style-type: none"> • Spelling-sound Correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> - Consonant Blending: -ck, cl-, spl - Pattern Word Blending: -uff - Pattern Word Blending: -ash - Sounds Fun!
<p>3b. Decode regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words • Name That Sound • Key Word Match • Pattern Hunt • Spell and Blend 	<ul style="list-style-type: none"> • Spelling-sound Correspondences.pdf.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards - Unit Worksheets
<p>3c. Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe).</p>	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Pattern • Word Blending • Word Mastery 	<ul style="list-style-type: none"> • Long Vowel Words Ending in E.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> - Pattern Word Building - Word Study Introduction - Spelling
<p>3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<ul style="list-style-type: none"> • Song: Compound Words • Syllables • Syllable Safari • Compound Words 	<ul style="list-style-type: none"> • Relationship of Vowel to Syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> - Syllable Segmentation
<p>3e. Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation.</p>	<ul style="list-style-type: none"> • Song: Bossy Mr. R • Books: Bertie; Cory’s Horn; My Shark • Identify r-Controlled Vowel Words 	

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Decoding (PH) <i>continued</i>		
3f. Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic Decode Using the Six Syllable Types 	<ul style="list-style-type: none"> Two Syllable Letter Patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> Reading Trick: Key Word Match; Pattern Hunt; Mystery Word
3g. Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est).	<ul style="list-style-type: none"> Songs: More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED Suffixes Comparatives 	<ul style="list-style-type: none"> Inflectional Endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> Pattern Word Building: Double the Letter Language Concept: Plural Nouns
3h. Recognize and read grade-appropriate irregularly spelled words (e.g., what, said, have).	<ul style="list-style-type: none"> Readable Books Traditional Tales (See titles at end of document.) Word Mastery Power Words 	<ul style="list-style-type: none"> Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> Say, Spell, Write Power Word Cards
Reading Comprehension Strand 1.RC-		
Text Complexity (TC)		
1. (Text Complexity begins in grade 2.)		
Volume of Reading to Build Knowledge (V)		
2. Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.	<ul style="list-style-type: none"> Read-Along Books Traditional Tales (See titles at end of document.) Build Knowledge Vocabulary 	
Textual Evidence (TE)		
3. Ask and answer questions about key details in texts heard or read.	<ul style="list-style-type: none"> Sum Up: Five Ws Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Key Details Narrative.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> The Three Little Pigs Anansi and the Seven Yarn Hills Mr. Lucky Straw
Reading Fluency (RF)		
4. Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings	<ul style="list-style-type: none"> Readable Books Traditional Tales (See titles at end of document.) Expression Instruction 	<ul style="list-style-type: none"> Fluency Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> Fluency Check Sheets

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Literature (L)		
<p>5. Use evidence from literature to demonstrate understanding of grade-level texts.</p> <p>5a. Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals.</p>	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> - The Three Little Pigs - Mr. Lucky Straw
<p>5b. Describe the connection between characters, settings, and major events in stories heard, using key details.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Connect to Me • Compare Characters • Build Knowledge 	<ul style="list-style-type: none"> • Connecting Ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> - Making Connections: I Want to Be a Scientist Like...
<p>5c. Describe major differences between books that tell stories and books that give information.</p>	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Information vs. Story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden
<p>5d. Describe who is telling stories heard or read at various points in texts.</p>	<ul style="list-style-type: none"> • Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves 	<ul style="list-style-type: none"> • Who Is Telling the Story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw
<p>5e. Compare and contrast the adventures or experiences of characters in stories heard.</p>	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Describe Characters • Compare Characters 	<ul style="list-style-type: none"> • Character Experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse

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Nonfiction Text (NF)		
<p>6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>6a. Retell key details of texts that demonstrate understanding of the main topics of texts heard or read.</p>	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Water Is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like Jane Goodall I Want to Be a Scientist Like George Washington Carver I Want to Be a Scientist Like Wilbur and Orville Wright
<p>6b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard or read.</p>	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Connect to Me Compare Characters Build Knowledge 	<ul style="list-style-type: none"> Connecting Ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver
<p>6c. Know and use various text features (e.g., table of contents, headings, glossaries, icons, index) to locate information in a text.</p>	<ul style="list-style-type: none"> Reading Detective 	<ul style="list-style-type: none"> Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> How to Grow a Garden
<p>6d. Identify the reasons authors give to support points in texts heard or read.</p>	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify Supporting Points.pdf: Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> How to Grow a Garden
<p>6e. Identify basic similarities in and differences between two texts heard or read on the same topic.</p>	<ul style="list-style-type: none"> Books: Creepy Crawlers and Garden Visitors; Louis Braille and Seeing Fingers Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Find the Similarity Between Two Texts.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> How to Grow a Garden Growing Flowers

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Vocabulary Development Strand 1.VD-		
Word Building (WB)		
<p>1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:</p> <p>1a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> Rusty and Rosy’s Clues 	<ul style="list-style-type: none"> Identifying Meaning of Words and Phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> Animal Bodies Star Pictures
<p>1b. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> Rusty and Rosy’s Clues Build Vocabulary 	<ul style="list-style-type: none"> Sentence-level Context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> Can Matilda Get the Cheese? What Is in the Tree? Will You Play with Me?
<p>1c. Use frequently occurring affixes (e.g., re-, un- pre-, -ful, -less) as clues to the nuance they add to known words.</p>	<ul style="list-style-type: none"> Songs: More Than One; Put It At the Front; Put It At the End Prefixes Suffixes 	<ul style="list-style-type: none"> Cluing Off Frequently Occurring Affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word. <ul style="list-style-type: none"> Affixes and Inflections
<p>1d. Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es).</p>	<ul style="list-style-type: none"> Songs: More Than One; Put It at the End; Let’s Compare; The Three Sounds of -ED Suffixes Comparatives 	<ul style="list-style-type: none"> Inflectional Endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> Pattern Word Building: Double the Letter Language Concept: Plural Nouns
<p>1e. Identify frequently encountered root words (e.g., help) and use the roots as clues to the meaning of the full word (e.g., helper, helpful).</p>	<ul style="list-style-type: none"> Song: Large, Larger, Largest 	<ul style="list-style-type: none"> Using the Root Word to Determine Meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> Comparatives Prefixes Suffixes
<p>1f. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal).</p>	<ul style="list-style-type: none"> Song: Compound Words Compound Words 	<ul style="list-style-type: none"> Combining Known Individual Words.pdf: Use knowledge of the meaning of individual words to predict the meaning of compound words. <ul style="list-style-type: none"> Compound Word Game

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<i>Word Building (WB) continued</i>		
<p>2. With support, explore word relationships and nuances in word meanings.</p> <p>2a. Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water).</p>	<ul style="list-style-type: none"> • Book: The Birds, the Beast, and the Bat • Sort 	<ul style="list-style-type: none"> • Sorting Common Objects into Categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Sorting Objects
<p>2b. Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms.</p>	<ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Verbs; Antonym Ant • Synonyms • Adjectives • Verbs 	<ul style="list-style-type: none"> • 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"> - Guess the Opposite
<p>2c. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs 	<ul style="list-style-type: none"> • Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <ul style="list-style-type: none"> - Shades-of-Meaning Charades
<p>2d. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling
<i>Academic Vocabulary (AV)</i>		
<p>3. With support as needed, acquire and use general academic and content-specific words gained through conversations, reading, and listening to texts.</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	

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Research Strand 1.RS-		
Inquiry Process to Build, Present, and Use Knowledge (IP)		
1. With support, conduct simple research tasks to take some action or make informal presentations by identifying information from classroom experiences or provided sources (including read alouds) and organizing information, recorded in words or pictures, using graphic organizers or other aids.		<ul style="list-style-type: none"> • Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret
Deep Reading on Topics to Build Knowledge (DR)		
2. Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) 	
Writing Strand 1.W-		
Range of Writing (RW)		
1. Routinely write or dictate writing for a range of tasks, purposes, and audiences (e.g., expressing a view or preference, supplying some information about the topic, stories that recount an event or tell a story).		<ul style="list-style-type: none"> • Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities
Handwriting and Keyboarding (HWK)		
2. Print legibly and space words appropriately when writing a complete sentence.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
3. (Keyboarding skills begin in grade 3.)		

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Oral and Digital Communications Strand 1.ODC-		
Oral Communications (OC)		
1. Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion.		<ul style="list-style-type: none"> • 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"> - Discussion Rules Activity
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key Details Narrative.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> - The Three Little Pigs - Anansi and the Seven Yarn Hills - Mr. Lucky Straw
3. Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.		<ul style="list-style-type: none"> • Gathering Additional Information Through Questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <ul style="list-style-type: none"> - Ask and Answer Activity
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		<ul style="list-style-type: none"> • Use Relevant Details to Express Ideas and Feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> - Ask and Answer Activity
Digital Communications (DC)		
5. (Digital Communications begin in grade 3.)		
Grammar and Conventions Strand 1.GC-		
Grammar and Usage (GU)		
1. Demonstrate command of the conventions English grammar and usage when writing and/or speaking. 1a. Use subject-verb agreement in simple sentences.		<ul style="list-style-type: none"> • Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns - Verbs and Nouns - Verb Endings

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Grammar and Usage (GU) continued</i>		
1b. Match single and plural nouns with matching verbs in simple sentences. (e.g., He hops; We hop).	<ul style="list-style-type: none"> • Songs: More Than One; Nouns; What Is a Sentence? • Nouns • Plural Nouns • Verbs 	<ul style="list-style-type: none"> • Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns - Verbs and Nouns - Verb Endings
1c. Form and use the simple verb tenses (past, present, and future) for regular verbs.	<ul style="list-style-type: none"> • Songs: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs 	<ul style="list-style-type: none"> • Verbs.pdf: Use verbs to convey a sense of past, present, and future. <ul style="list-style-type: none"> - Verbs
1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> - Pronouns
1e. Use frequently occurring adjectives.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • Adjectives.pdf: Use frequently occurring adjectives. <ul style="list-style-type: none"> - Who Am I? - Adjectives
1f. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).	<ul style="list-style-type: none"> • Power Words 	<ul style="list-style-type: none"> • Conjunctions.pdf: Use frequently occurring conjunctions. <ul style="list-style-type: none"> - Conjunctions
1g. Use frequently occurring prepositions (e.g., to, during, under, in, with, at).	<ul style="list-style-type: none"> • Song: Preposition Cat 	<ul style="list-style-type: none"> • Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> - Preposition
1h. Produce and expand complete sentences in response to prompts.	<ul style="list-style-type: none"> • Songs: What Is a sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Simple and Compound Sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> - Types of Sentences - Skill Builder Song

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Mechanics (M)		
<p>2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p>2a. Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud.</p>	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - A Closer Look - What's My Sentence? - Sentence Strips - Punctuation - Sentences
<p>2b. Use commas in dates and to separate single words in a series.</p>	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma 	<ul style="list-style-type: none"> • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas
<p>2c. Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I".</p>	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> - "I Like Kites" Punctuation
<p>3. Use knowledge of spelling in writing.</p> <p>3a. Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words.</p>	<ul style="list-style-type: none"> • Song: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble 	<ul style="list-style-type: none"> • Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones
<p>3b. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> • Letter Sound • Spelling Scramble • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Word Pattern Spelling 	<ul style="list-style-type: none"> • Spell Untaught Spelling Words.pdf: spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <ul style="list-style-type: none"> - Word Pattern Cards - Key Word Cards

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GRADE 2		
Foundational Reading Skills Strand 2.FR-		
Phonemic Awareness (PA)		
2. Demonstrate understanding of spoken words, syllables, and sounds. 2a. Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word “pat” and say the resulting word).	<ul style="list-style-type: none"> Phoneme Substitution 	
2b. Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words.	<ul style="list-style-type: none"> Phoneme Eliminator Phoneme Substitution Change One Sound Circus Clown Climbers 	
Phonics and Decoding (PH)		
3. Use knowledge of grade-level phonics and word analysis skills in decoding words. 3a. Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Make and Spell All-Star Spelling Spelling Exploration Spelling Game Word Recognition Spell and Blend Spelling Scramble 	<ul style="list-style-type: none"> Spelling-sound Correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī /; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones Readable Check Sheets
3b. Decode regularly spelled two-syllable words with long and short vowels.	<ul style="list-style-type: none"> Readable Books Read-Along Books (See titles at end of document.) Word Recognition Power Words Identify Variant Vowel Words Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic Decode Using the Six Syllable Types 	<ul style="list-style-type: none"> Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> Fluency Check Sheets

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Phonics and Decoding (PH) <i>continued</i>		
3c. Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less).	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare • Prefixes • Suffixes • Comparatives 	<ul style="list-style-type: none"> • Prefix and Suffix.pdf: Decode words with common prefixes and suffixes. <ul style="list-style-type: none"> - Lesson 30: Prefixes and Suffixes - Invent a Word: Prefixes - Build a Word: Prefixes - Past Tense Verb - Prefixes - Suffixes
3d. Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> • Word Recognition • Spelling Exploration • All-Star Spelling 	<ul style="list-style-type: none"> • Inconsistent Words.pdf: Identify words with inconsistent but common spelling-sound correspondences. <ul style="list-style-type: none"> - Spelling and Sounds Activity
3e. Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Words 	<ul style="list-style-type: none"> • Irregularly Spelled Words.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /ī/ - Lesson 2: /ō/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals
Reading Comprehension Strand 2.RC-		
Text Complexity (TC)		
1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 2-3 band.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Word Recognition • Vocabulary • Build Vocabulary 	<ul style="list-style-type: none"> • Stories and Poetry.pdf: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <ul style="list-style-type: none"> - Literature Exploration - Poetry Exploration - My Comprehension Checklist - Comprehension Dice Game - Five Finger Retell - Read, Stop, Look, Write
Volume of Reading to Build Knowledge (V)		
2. Regularly engage in reading and listening to a series of texts, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Build Knowledge • Vocabulary • Build Vocabulary 	

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Textual Evidence (TE)		
<p>3. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in grade-level texts heard or read.</p>	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Map the Story 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 52 Online books to practice strategies for understanding.
Reading Fluency (RF)		
<p>4. Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings</p>	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Expression: Phrases; Quotations; Questions; Pauses; Exclamations 	<ul style="list-style-type: none"> • Fluency Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets
Literature (L)		
<p>5. Use evidence from literature to demonstrate understanding grade-level texts.</p> <p>5a. Identify the central message, lesson, or moral of stories (including fables and folktales) from diverse cultures heard or read.</p>	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Moral of the Story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia
<p>5b. Describe how characters in stories heard or read respond to major events and challenges.</p>	<ul style="list-style-type: none"> • Read-Along Books (See titles at end of document.) • Describe Characters • Compare Characters • Map the Story • Sum Up: Five Ws 	<ul style="list-style-type: none"> • How are Characters Affected by Story Events .pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> - What if You Were an Octopus? - Why Wind and Water Fight
<p>5c. Describe the overall structure of stories heard or read, including identifying how the beginning introduces the story and the ending concludes the action.</p>	<ul style="list-style-type: none"> • Map the Story 	
<p>5d. Identify different perspectives of characters in stories heard or read.</p>	<ul style="list-style-type: none"> • Books: Little Tree; Mine; Why Wind and Water Fight 	
<p>5e. Compare and contrast two or more versions of the same story (heard or read) by different authors or from different cultures.</p>	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) • Compare Characters 	<ul style="list-style-type: none"> • Compare and Contrast Narrative.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. <ul style="list-style-type: none"> - Story Variations Activity

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Nonfiction Text (NF)		
<p>6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>6a. Identify the central idea of texts heard or read.</p>	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Water is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like Jane Goodall I Want to Be a Scientist Like George Washington Carver I Want to Be a Scientist Like Wilbur and Orville Wright
<p>6b. Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in texts.</p>	<ul style="list-style-type: none"> Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace Build Knowledge 	<ul style="list-style-type: none"> Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> Louis Braille Reaching Above The Courage to Learn Discovering Dinosaurs
<p>6c. Describe the overall structure of nonfiction texts heard or read, including identifying how the beginning introduces information and the ending sums up the information.</p>	<ul style="list-style-type: none"> Reading Detective Sum Up: Remember Order Map the Story Build Knowledge 	
<p>6d. Describe how authors use facts and reasons to support specific points in texts.</p>	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Supporting Ideas with Reason.pdf: Describe how reasons support specific points the author makes in a text. <ul style="list-style-type: none"> How to Grow a Garden
<p>6e. Compare and contrast the most important points presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> Books: Louis Braille and Seeing Fingers 	<ul style="list-style-type: none"> Compare and Contrast Informational.pdf: Compare and contrast the most important points presented by two texts on the same topic. <ul style="list-style-type: none"> Venn Diagram Activity: Penguins and Falcons

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Vocabulary Development Strand 2.VD-		
Word Building (WB)		
<p>1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.</p> <p>1a. Use sentence-level context as clues to the meaning of words or phrases.</p>	<ul style="list-style-type: none"> • Song: Look For a Clue • Rusty and Rosy’s Clues 	<ul style="list-style-type: none"> • Sentence Level Context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> - Can Matilda Get the Cheese - What Is in the Tree? - Will You Play With Me?
<p>1b. Determine the meaning of new words formed when known prefixes (e.g., safe/unsafe, like/dislike) and suffixes (e.g., beauty/beautiful, light/lightness) are added to a known word.</p>	<ul style="list-style-type: none"> • Song: Put It at the Front; Key Words • Prefixes 	<ul style="list-style-type: none"> • Adding Prefixes to Known Words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes
<p>1c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., pain/painful, help/helpless).</p>	<ul style="list-style-type: none"> • Songs: Let’s Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes 	<ul style="list-style-type: none"> • Using the Root Word to Determine Meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> - Comparatives - Prefixes - Suffixes
<p>1d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., backpack, backyard; flashlight, lighthouse).</p>	<ul style="list-style-type: none"> • Songs: Compound Words; Key Words • Compound Words 	<ul style="list-style-type: none"> • Combining Known Individual Words.pdf: Use knowledge of the meaning of individual words to predict the meaning of compound words. <ul style="list-style-type: none"> - Compound Word Game
<p>1e. Use glossaries and beginning dictionaries, print or digital, to clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> • Reading Detective 	<ul style="list-style-type: none"> • 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"> - Vocabulary Dictionary
<p>2. Determine how words and phrases provide meaning and nuance to texts.</p> <p>2a. Identify real-life connections between words and their use (e.g., describe weather that is freezing or windy).</p>	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives • Vocabulary 	<ul style="list-style-type: none"> • Identify Real-Life Connections.pdf: Identify real-life connections between words and their use. <ul style="list-style-type: none"> - Word Card Activity

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Word Building (WB) <i>continued</i>		
2b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., hot, sizzling, blazing).	<ul style="list-style-type: none"> • Song: Synonym Tree • Synonyms 	<ul style="list-style-type: none"> • Closely Related Verbs.pdf: Distinguish shades of meaning among closely related verbs. <ul style="list-style-type: none"> - Shades of Meaning Charades
2c. Describe how words and phrases (e.g., rhymes, alliteration) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> • Books: Bad News Shoes; I Hate Peas; Movin' to the Music 	<ul style="list-style-type: none"> • Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin' to the Music Time - Winter Snoozers
Academic Vocabulary (AV)		
3. Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., When other kids are acting silly, that makes me feel giddy). Use these words in discussions and writing.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
Research Strand 2.RS-		
Inquiry Process to Build, Present, and Use Knowledge (IP)		
1. With support as needed, conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources (including read alouds), and organizing information using graphic organizers or other aids.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Step Into the Story 	<ul style="list-style-type: none"> • Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Deep Reading on Topics to Build Knowledge (DR)		
<p>2. Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Reading with Understanding.pdf: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing Strand 2.W-		
Range of Writing (RW)		
<p>1. Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences. This could include reflections, descriptions, letters, and poetry, etc.</p>	<ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> Writing Narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> 15 Story examples with suggestions for student writing.
<p>2. Write arguments that express an opinion supported by details and reasons and provide a concluding sentence.</p>	<ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> Bad News Shoes The Piñata Book Winter Snoozers
<p>3. Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence.</p>	<ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> Writing with Facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> Noise? What Noise? The Pizza Books Little Tree

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Writing (RW) <i>continued</i>		
4. Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences, and provide sense of closure.	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing Narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> - 15 Story examples with suggestions for student writing.
5. (Employing clear and coherent organizational structures begins in grade 3.)		
6. With support from adults and peers, strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas 	<ul style="list-style-type: none"> • Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. <ul style="list-style-type: none"> - The Writing Process (including Proofreading Chart)
Handwriting and Keyboarding (HWK)		
7. Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
8. With support, use keyboarding skills to produce and publish writing.	<ul style="list-style-type: none"> • Word Processor 	
3. (Keyboarding skills begin in grade 3.)		
Oral and Digital Communications Strand 2.ODC-		
Oral Communications (OC)		
1. Engage in collaborative discussions about grade-level topics and texts with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for clarification and further explanation to ensure understanding.		<ul style="list-style-type: none"> • Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Oral Communications (OC) <i>continued</i>		
2. 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"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • 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"> - 45 Online books for listening for key ideas and details
3. Ask and answer questions about what a speaker says to clarify by gathering additional information or deepen understanding of a topic or issue.		<ul style="list-style-type: none"> • Gathering Additional Information Through Questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <ul style="list-style-type: none"> - Ball Toss Activity
4. Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> • Step Into the Story 	<ul style="list-style-type: none"> • Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ul style="list-style-type: none"> - Tell a Story Activity
Digital Communications (DC)		
5. (Digital Communications begin in grade 3.)		
Grammar and Conventions Strand 2.GC-		
Grammar and Usage (GU)		
1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. 1a. Form and use the past tense of frequently occurring irregular verbs (e.g., felt, told, went).	<ul style="list-style-type: none"> • Songs: Irregular Verbs; It Happened Yesterday • Irregular Verbs 	<ul style="list-style-type: none"> • Past Tense Irregular Verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> - Writing About the Past Activity - Irregular Verbs
1b. Use adjectives and adverbs and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> • Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives 	<ul style="list-style-type: none"> • 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"> - Treasure Hunt: Adjectives and Adverbs - Simon Says: Verbs, Adverbs and Adjectives - Adjectives - Adverbs

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Grammar and Usage (GU) continued</i>		
1c. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth, fish).	<ul style="list-style-type: none"> • Song: Strange Spelling • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns 	<ul style="list-style-type: none"> • Irregular Plural Nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose are Not Meese - Plural Nouns
1d. Recognize that the names of things can also be the names of actions (fish, dream, run).		<ul style="list-style-type: none"> • Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> - One Word, Two Meanings
1e. Use reflexive pronouns (e.g., yourself, herself).	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • Reflexive Pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> - Reflexive Pronouns
1f. Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.	<ul style="list-style-type: none"> • Sentences 	<ul style="list-style-type: none"> • 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"> - Improved Responses
1g. Produce and expand complete simple and compound sentences.	<ul style="list-style-type: none"> • Revise: Start Sentences Differently; Add Details; Use Interesting Words 	<ul style="list-style-type: none"> • Simple and Compound Sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence
Mechanics (M)		
2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. 2a. Commas in greetings and closing of letters.	<ul style="list-style-type: none"> • Song: Comma, Comma, Comma • Edit Commas 	
2b. Apostrophes to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns 	<ul style="list-style-type: none"> • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Contractions - Possessive Nouns
2c. Capitalize holidays, names, and places.	<ul style="list-style-type: none"> • Song: Capital Letters • Edit Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization

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<i>Mechanics (M) continued</i>		
<p>3. Use knowledge of spelling in writing.</p> <p>3a. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Words • Spell and Blend • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Build Syllable Words 	<ul style="list-style-type: none"> • Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - /ā/; /ō/; /ī/; /ū/; /ē/, /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones
<p>3b. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • Reading Detective 	<ul style="list-style-type: none"> • Consulting Reference Materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <ul style="list-style-type: none"> - Vocabulary Dictionary

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

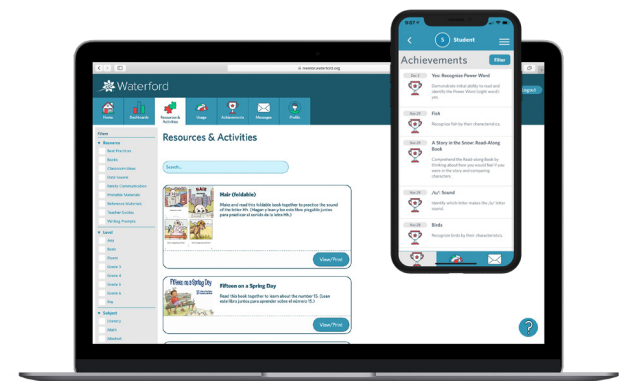
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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