

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*Indiana
Academic
Standards
English/
Language Arts
2023*

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

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INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
Reading Foundations		
Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.		
<i>Print Concepts</i>		
K.RF.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	<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
K.RF.2 Recognize that written words are made up of 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
K.RF.3 Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	<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
<i>Phonological Awareness</i>		
K.RF.4 Identify and produce rhyming words.	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.) 	<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
K.RF.5 Orally pronounce, blend, and segment words into syllables. (E)	<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

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonological Awareness continued</i>		
K.RF.6 Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	<ul style="list-style-type: none"> • Initial Sound • Final Sound • Where is the Sound? • Right Initial Sound • Right Final 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/). - Segmenting - Sound Sense Playing Cards
<i>Decoding</i>		
K.RF.7 Use letter-sound knowledge to decode the sound of each consonant. (E)	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Sound Room • Choose a Sound • Letter Sound Screening • Name that Letter Sound 	<ul style="list-style-type: none"> • Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes). - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting
K.RF.8 Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words; 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? • Key Word Match • Pattern Hunt • Blend Individual Phonemes • Blend Every Sound • Blend Decodable Words 	<ul style="list-style-type: none"> • Spelling-sound Correspondences.pdf: Decode regularly spelled one-syllable words. - Readable Books/Letter Patterns - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards
K.RF.9 Orally read decodable texts with appropriate accuracy and automaticity.	<ul style="list-style-type: none"> • Decodable Books • Read with Me Books (See titles at end of document.) 	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading Comprehension		
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.		
K.RC.1 With support, ask and answer questions about main topics and key details in a text heard or read. (E)	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws • Find an Answer 	<ul style="list-style-type: none"> • Key details.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
K.RC.2 With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read-Along Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws 	<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
K.RC.3 Identify important elements within a text (e.g., characters, settings, or events). (E)	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> - 21 stories with discussion questions to build comprehension
K.RC.4 With support, make predictions about what will happen in a text.	<ul style="list-style-type: none"> • Peek at the Story 	
K.RC.5 With support, retell the main idea and key details of a text.	<ul style="list-style-type: none"> • Sum Up: Remember Order • Describe Characters • Find an Answer • Sum Up: Five Ws 	<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
K.RC.6 Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<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
K.RC.7 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<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

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Writing		
Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.		
K.W.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	<ul style="list-style-type: none"> • Letter Trace • Letter Pictures 	<ul style="list-style-type: none"> • Printing upper and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> - Capital Letter Formation - Lowercase Letter Formation - Block Letter - Letter Picture Handwriting
K.W.2 Write by moving from left to right across the page and top to bottom.	<ul style="list-style-type: none"> • Print Concepts 	
K.W.3 Use words and pictures to develop a main idea and provide information about a topic. (E)		<ul style="list-style-type: none"> • 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"> - Fawn Eyes - A Story in the Snow
K.W.4 Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		<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
K.W.5 With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings;	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
b. Develop drafts in pictorial or written form by organizing ideas;	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
c. Revise writing by adding details in pictures or words; and		<ul style="list-style-type: none"> • 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"> - Family Vacation Creative Writing

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<p>Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure <i>continued.</i></p>		
<p>d. Use available technology to produce and publish writing.</p>	<p>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.</p>	
<p>K.W.6 With support, build understanding of a topic using various sources. a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.</p>	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me 	<ul style="list-style-type: none"> • 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"> - Andy's Adventures - At Camp - I Go... - Together - Opposites
<p>K.W.7 Demonstrate command of English grammar and usage when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).</p>	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; What Is a Sentence?; Pronouns • Nouns • Plural Nouns • Sentences 	
<p>b. Verbs – Using sentences that include verbs.</p>	<ul style="list-style-type: none"> • Songs: Verbs; What Is a Sentence? • Verbs • Sentences 	
<p>c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).</p>	<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
<p>K.W.8 Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing the first word in a sentence 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>b. Punctuation – Recognizing and naming end punctuation.</p>	<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
<p>c. Encoding – Spelling simple words phonetically, drawing on phonemic awareness.</p>	<ul style="list-style-type: none"> • Stick 'n' Spell • Spell and Blend • Build CVC Words 	<ul style="list-style-type: none"> • Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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Communication and Collaboration		
Learning Outcome: Students actively listen and participate in discussions using details and answering questions.		
K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		<ul style="list-style-type: none"> Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Speaking and Listening—Taking Turns
K.CC.2 Ask questions to seek help, obtain information, or clarify something that is not understood.		<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, Goopy Mud The Alligator in the Library Lost Socks Moving Day Mine
K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		<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, Goopy Mud The Alligator in the Library Lost Socks Moving Day Mine
K.CC.4 Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		<ul style="list-style-type: none"> Speaking to Express Ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> My Favorite Things
K.CC.5 Follow simple two or three-step oral directions.	While interacting with Waterford, children listen to and follow multi-step directions.	

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GRADE 1		
Reading Foundations		
Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.		
<i>Print Concepts</i>		
1.RF.1 Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	<ul style="list-style-type: none"> • Songs: What Is a Sentence?, Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Sentence Features.pdf: Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> - Sentence Strips - Language Concepts
<i>Phonemic Awareness</i>		
1.RF.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; Compound Words • Blends • Blending • Blend/Onset Rime Sounds • Blending Riddles • Blend Every Sound (Phonemes) • Stick 'n' Spell • Blending Dragon • Blend Phonemes 	
1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	<ul style="list-style-type: none"> • Initial Sound • Right Final Sound • Final Sound • Where Is the Sound? 	<ul style="list-style-type: none"> • Segmenting Words.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
1.RF.4 Segment the individual phonemes in one-syllable words. (E)	<ul style="list-style-type: none"> • Phoneme Segmentation 	<ul style="list-style-type: none"> • Segmenting Words into Phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds. <ul style="list-style-type: none"> - Counting Individual Phonemes - Phoneme Segmentation - Sound Sense Playing Cards

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<i>Decoding</i>		
<p>1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)</p>	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; Vowels; Blends: Consonants Together; Side by Side; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where is a Whale?; Bossy Mr. R • Identify r-Controlled Syllable Words • 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>1.RF.6 Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)</p>	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; Vowels Side by Side; Sneaky Magic E; C and G; Key Words • Word Mastery • Key Word Match • Pattern Hunt • Key Word Screening 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable books and 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
<p>1.RF.7 Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake) and contractions (e.g., isn't). (E)</p>	<ul style="list-style-type: none"> • Songs: More than One; Put It at the End; Let's Compare; The Three Sounds of -ED; Contraction Action • Compound Words • Key Word Screening • Contractions • Plural Nouns • Comparatives • Suffixes 	<ul style="list-style-type: none"> • Frequently Occurring Root Words.pdf: Identify Frequently Occurring Root Words and their inflectional forms. <ul style="list-style-type: none"> - Affixes and Inflections
<p>1.RF.8 Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p>	<ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) • Expression Instruction 	<ul style="list-style-type: none"> • Reading Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets

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Reading Comprehension		
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.		
1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Recall Details • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key Details.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
1.RC.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order 	<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
1.RC.3 Using key details, identify and describe the elements of plot, character, and setting. (E)	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Describe the Story.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> - The Three Little Pigs
1.RC.4 Make and confirm predictions about what will happen next in a story.	<ul style="list-style-type: none"> • Reading Detective • Peek at the Story • Check My Guess 	
1.RC.5 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<ul style="list-style-type: none"> • Traditional Tales • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) 	
1.RC.6 Retell main ideas and key details of a text. (E)	<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 George and Wilbur Wright

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing <i>continued</i>.		
1.RC.7 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	<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
1.RC.8 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	<ul style="list-style-type: none"> • 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
1.RC.9 Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	<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?
1.RC.10 Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)	<ul style="list-style-type: none"> • Book: The Birds, the Beasts, and the Bat • Sort • Opposites 	<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
Writing		
Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.		
1.W.1 Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	<ul style="list-style-type: none"> • Letter Trace • Letter Pictures 	<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
1.W.2 Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered. (E)		<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

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure <i>continued.</i></p>		
<p>1.W.3 Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)</p>		<ul style="list-style-type: none"> • 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"> - Topical Writing Activities
<p>1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)</p>		<ul style="list-style-type: none"> • 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"> - Narrative Writing Activities
<p>1.W.5 With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings;</p>	<ul style="list-style-type: none"> • Prewrite: Mapping; Word Bank 	
<p>b. Develop drafts in pictorial or written form by organizing ideas;</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<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)
<p>c. Revise writing to add details in pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and</p>		<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)
<p>d. Use available technology to produce and publish legible documents.</p>	<p>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.</p>	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure <i>continued.</i></p>		
<p>1.W.6 With support, conduct research on a topic. a. Identify several sources of information and indicate the sources.</p>		<ul style="list-style-type: none"> 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"> The Writing Process (including Proofreading Chart)
<p>b. Organize information, using graphic organizers or other aids.</p>	<ul style="list-style-type: none"> Prewrite: Mapping; Word Bank 	
<p>c. Make informal presentations on information gathered.</p>		<ul style="list-style-type: none"> 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).
<p>1.W.7 Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.</p>	<ul style="list-style-type: none"> Songs: Nouns; More Than One; Pronouns Nouns Plural Nouns Pronouns 	<ul style="list-style-type: none"> Nouns.pdf: Use common, proper, and possessive nouns. <ul style="list-style-type: none"> Skill Builder Song: “Nouns” Nouns Pronouns.pdf: Use personal, possessive, and indefinite pronouns. <ul style="list-style-type: none"> Pronouns
<p>b. Verbs – Using sentences with verbs to convey a sense of past, present, and future.</p>	<ul style="list-style-type: none"> Songs: Verbs; It Happened Yesterday 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
<p>c. Usage – Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Practice 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
<p>1.W.8 Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.</p>	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Capital Letters Sentences Edit Capitals Edit Calendar Capitals 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize the dates and names of people. <ul style="list-style-type: none"> Capitalization

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure <i>continued.</i>		
<p>b. Punctuation –</p> <p>I. Correctly using a period, question mark, and exclamation mark at the end of a sentence.</p> <p>II. Using commas in dates and to separate items in a series.</p>	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks • Sentence Marks 	<ul style="list-style-type: none"> • Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> - What’s My Sentence? - A Closer Look - Sentence Strips - Punctuation - Sentences • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas
<p>c. Encoding –</p> <p>I. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>II. Correctly spelling words with common spelling patterns.</p> <p>III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)</p>	<ul style="list-style-type: none"> • Letter Sound • Word Pattern Spelling • Spelling Scramble • All-Star Spelling • Spell and Blend • Spelling 	<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
Communication and Collaboration		
Learning Outcome: Students actively listen and participate in discussions using details and answering questions.		
<p>1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p>		<ul style="list-style-type: none"> • Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Discussion Rules Activity
<p>1.CC.2 Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.</p>		<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
<p>1.CC.3 Ask and answer questions about what a speaker says to clarify something that is not understood.</p>		<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

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Learning Outcome: Students actively listen and participate in discussions using details and answering questions.		
1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	<ul style="list-style-type: none"> Recall Details Sum Up: Five Ws 	<ul style="list-style-type: none"> Key Details.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
1.CC.5 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	<ul style="list-style-type: none"> Song: Adjectives Describe 	<ul style="list-style-type: none"> Speaking to Express Ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> My Favorite Things
1.CC.6 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Expressing Ideas Through Pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> My Favorite Things
1.CC.7 Give and follow oral directions with two or three steps.	While interacting with Waterford, children listen to and follow multi-step directions.	
GRADE 2		
Reading: Foundations		
Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.		
<i>Decoding</i>		
2.RF.1 Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)	<ul style="list-style-type: none"> Word Recognition Power Words Identify Variant Vowel Words Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic Decode Using the Six Syllable Types Readable Books Read-Along Books (See titles at end of document.) 	

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Decoding continued</i>		
<p>2.RF.2 Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.</p>	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Make and Spell • All-Star Spelling • Spelling Exploration • Word Recognition • Spell and Blend • Spelling Scramble 	<ul style="list-style-type: none"> • Long vs. short Vowel Sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> - Lessons 1: /ā/; /ō/; /ī/; /ū/ - Readable Check Sheets
<p>2.RF.3 Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten’s, sisters’), and compound words. (E)</p>	<ul style="list-style-type: none"> • Songs: More Than One; Put It at the End; Put It at the Front; Contraction Action; Apostrophe Pig; Compound Words • Word Recognition • Comparatives • Suffixes • Prefixes • Identify Compound Words • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types 	
<p>2.RF.4 Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.</p>	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading Check.pdf: Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 30 Readable Books - Fluency Check Sheets
Reading Comprehension		
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.		
<p>2.RC.1 Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.(E)</p>	<ul style="list-style-type: none"> • Map the Story • Sum Up: Five Ws • Sum Up: Remember Order • Describe Characters 	<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 with suggested discussion questions to demonstrate comprehension.

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing <i>continued</i>.</p>		
<p>2.RC.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) • Sum Up: Remember Order 	<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 - How Rivers Began - The Snow Lion - The Story of Tong and Mai Nhia
<p>2.RC.3 Describe how characters in a story respond to major events and how characters affect the plot.</p>	<ul style="list-style-type: none"> • Read-Along Books (See titles at end of document.) • Compare Characters 	<ul style="list-style-type: none"> • 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"> - What If You Were an Octopus? - Why Wind and Water Fight
<p>2.RC.4 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (E)</p>	<ul style="list-style-type: none"> • Song: Reading Detective • Sum Up: Remember Order • Map the Story 	
<p>2.RC.5 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.</p>	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Point of View.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <ul style="list-style-type: none"> - Story Structure Activity
<p>2.RC.6 Identify the main idea of a multiparagraph text and the topic of each paragraph.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • 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"> - Great White Bird - The Talking Lizard - Winter Snoozers - The Courage to Learn - The Bee's Secret - Reaching Above
<p>2.RC.7 Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information, and explain how they contribute to and clarify a text.</p>	<ul style="list-style-type: none"> • Song: Reading Detective • Books: Sound; Inventions All Around 	<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 efficiently. <ul style="list-style-type: none"> - How to Grow a Garden

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing <i>continued</i>.</p>		
<p>2.RC.8 Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. (E)</p>	<ul style="list-style-type: none"> Books: The Pizza Book; The Piñata Book; Inventions All Around 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 range of text types.
<p>2.RC.9 Describe how an author uses facts to support specific points in a text.</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>2.RC.10 Compare and contrast the most important points presented by two texts on the same topic.</p>	<ul style="list-style-type: none"> Books: Seeing Fingers and Louis Braille; Creepy Crawlers and Garden Visitors 	<ul style="list-style-type: none"> 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"> Venn Diagram Activity: Penguins and Falcons
<p>2.RC.11 Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</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>2.RC.12 Identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words (e.g., change, duck). (E)</p>	<ul style="list-style-type: none"> Songs: Synonym Tree; Antonym Ant Synonyms Antonyms 	<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

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Writing		
Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.		
2.W.1 Write legibly by forming letters correctly and spacing words and sentences properly. (E)	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
2.W.2 Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)		<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
2.W.3 Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)		<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
2.W.4 Write narratives that: a. Include a beginning; b. Use temporal words to signal event order (e.g., first of all); c. Provide details to describe actions, thoughts, and feelings; and d. Provide a middle and an ending. €		<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 Narrative Story Examples

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure <i>continued.</i></p>		
<p>2.W.5 Apply the writing process to: a. Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. b. Use available technology to produce and publish legible documents.</p>	<ul style="list-style-type: none"> • Prewrite: Mapping, Word Bank • Edit: Spelling, Tricky Spelling, Punctuation, Capitals, End Punctuation, Commas • Revise: Start Sentences Differently; Delete Extra Words; Add Details; Use Interesting Words; Stick to the Topic • Spell and Blend • Word Processor 	
<p>2.W.6 With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.</p>	<ul style="list-style-type: none"> • Prewrite: Mapping; Word Bank 	<ul style="list-style-type: none"> • Collaborative Writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree
<p>2.W.7 Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<ul style="list-style-type: none"> • Songs: Nouns; Strange Spelling; More Than One; Pronouns • Book: Moose are not Meese • Plural Nouns • Irregular Plurals • Possessive 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
<p>b. Verbs – I. Using sentences that use the past tense of frequently occurring irregular verbs. II. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p>	<ul style="list-style-type: none"> • Songs: Irregular Verbs; More About Verbs; Verbs • Irregular Verbs • Nonaction 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

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure <i>continued.</i></p>		
<p>c. Adjectives/Adverbs – Using sentences that use adjectives and adverbs.</p>	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs 	<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
<p>d. Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E)</p>	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Revise: Start Sentences Differently • Sentences • Sentence Marks 	<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
<p>2.W.8 Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p>	<ul style="list-style-type: none"> • Song: Capital Letters • Edit Capitals • Edit Calendar Capitals 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization
<p>b. Punctuation – I. Correctly using a period, question mark, or exclamation mark at the end of a sentence. II. Using an apostrophe to form contractions and singular possessive nouns. III. Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma; Sentence Marks; Contraction Action • Edit Punctuation • Sentence Marks • Edit Commas 	<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

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure <i>continued.</i></p>		
<p>c. Spelling – I. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. II. Generalizing learned spelling patterns (e.g., word families) when writing words. III. Correctly spelling common irregularly-spelled grade-appropriate words (e.g., said, does, gone). (E)</p>	<ul style="list-style-type: none"> • Songs: Bossy Mr. R, Vowels Side by Side, Silent Letters • All Star Spelling • Power Words • Word Work • Spelling Exploration • Spell and Blend • Word Pattern Spelling • 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"> - 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
<p>Communication and Collaboration</p>		
<p>Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</p>		
<p>2.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p>		<ul style="list-style-type: none"> • Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity
<p>2.CC.2 Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.</p>		<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
<p>2.CC.3 Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>		<ul style="list-style-type: none"> • Ask Questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> - Ball Toss Activity
<p>2.CC.4 Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)</p>		<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

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Learning Outcome: Students actively listen and participate in discussions using details and answering questions <i>continued</i> .		
2.CC.5 Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas thoughts, and feelings. (E)		<ul style="list-style-type: none"> • 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"> - Visual Aids and Recording Activity
2.CC.6 Give and follow oral directions with three or more steps.	While interacting with Waterford, children listen to and follow multi-step directions.	
2.CC.7 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. (E)	<ul style="list-style-type: none"> • Sing Around the World Songs • Build Knowledge 	

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

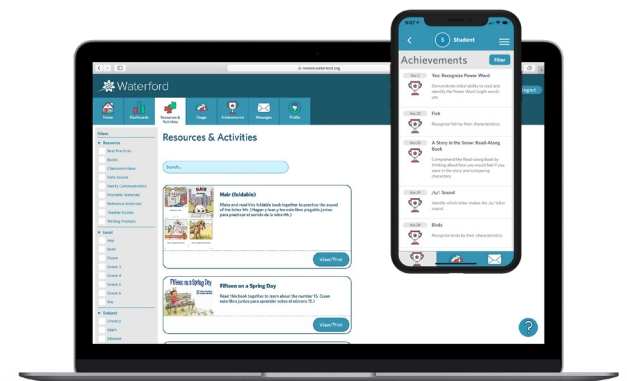
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).