

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*New York State
Next Generation
English
Language
Arts Learning
Standards 2017*

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

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NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN ENGLISH LANGUAGE ARTS LEARNING STANDARDS		
Kindergarten Reading Standards		
Literary and Informational Text KR		
<i>Key Ideas and Details</i>		
KR1: Develop and answer questions about a text. (RI&RL)	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws 	<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
KR2: Retell stories or share key details from a text. (RI&RL)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? 	<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 texts with discussion ideas to build comprehension
KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)	<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 suggested discussions to identify characters, settings, or major events
<i>Craft and Structure</i>		
KR4: Identify specific words that express feelings and senses. (RI&RL)		<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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
KR5: Identify literary and informational texts. (RI&RL)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Informational Books • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> - Lost Socks - Lumpy Mush - Three Little Kittens - The Alligator in the Library - Garden Visitors
KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <ul style="list-style-type: none"> - Andy's Adventures - Rex Is In a Fix - Little Monkey
<i>Integration of Knowledge and Ideas</i>		
KR7: Describe the relationship between illustrations and the text. (RI&RL)	<ul style="list-style-type: none"> • Picture Clues • Peek at the Story 	<ul style="list-style-type: none"> • Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear. <ul style="list-style-type: none"> - 31 Stories with various strategies such as Peek at the Story and Use Clues to Guess
KR8: Identify specific information to support ideas in a text. (RI&RL)	<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
KR9: Make connections between self, text, and the world. (RI&RL)	<ul style="list-style-type: none"> • Readable Books (See titles at end of document.) • Connect to Me • Build Knowledge 	

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Foundational Skills KRF		
Print Concepts		
<i>KRF1: Demonstrate understanding of the organization and basic features of print.</i>		
KRF1a: Follow words from left to right, top to bottom, and page by 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
KRF1b: 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
KRF1c: 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
KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> ABC Songs 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
KRF1e: Identify the front cover, back cover, and title page of a book.	<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
Phonological Awareness		
<i>KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>		
KRF2a: Recognize and produce spoken rhyming words.	<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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>continued</i>.		
KRF2b: Blend and segment syllables in spoken words.	<ul style="list-style-type: none"> • Syllables • 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
KRF2c: Blend and segment onsets and rimes of spoken words.	<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
KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.	<ul style="list-style-type: none"> • Blend Every Sound (Phonemes) • Blend Phonemes 	
KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.	<ul style="list-style-type: none"> • Barnyard Bash • Phoneme Substitution 	
Phonics and Word Recognition		
<i>KRF3: Know and apply grade-level phonics and word analysis skills in decoding words.</i>		
KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound Screening • Name That Letter Sound 	
KRF3b: Decode short vowel sounds with common spellings.	<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
KRF3c: Decode some regularly spelled one-syllable words.	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; Sneaky Magic E • Decodable Books (See titles at end of document.) • Letter Sound • Pattern Hunt • Spell and Blend • Say and Trace 	<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/Letter Patterns Activities Chart - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity

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<i>KRF3: Know and apply grade-level phonics and word analysis skills in decoding words continued.</i>		
KRF3d: Read common high-frequency words by sight.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Readable Books • Read with Me Books • Decodable Books (See titles at end of document.) • Power Words 	
Fluency		
KRF4: Will engage with emergent level texts and read-alouds to demonstrate comprehension.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Decodable Books • Readable 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"> - Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
Kindergarten Writing Standards KW		
Text Types and Purposes		
KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.		<ul style="list-style-type: none"> • Writing with Opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <ul style="list-style-type: none"> - Write With Me
KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.		<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
KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.		<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

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<i>Text Types and Purposes continued</i>		
KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
W5: Begins in Grade 4		
<i>Research to Present Knowledge</i>		
KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	<ul style="list-style-type: none"> • Build Knowledge 	<ul style="list-style-type: none"> • Collaborative Writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> - Think and Write Activity - I Go... - At Camp - Together - Opposites
KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).	<ul style="list-style-type: none"> • Build Knowledge 	<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
Kindergarten Speaking and Listening Standards KSL		
<i>Comprehension and Collaboration</i>		
<i>KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</i>		
KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.		<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
KSL1b: Participate in conversations through multiple exchanges.		<ul style="list-style-type: none"> • Conversation Building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns

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<i>KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play continued.</i>		
KSL1c: Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
KSL2: Participate in a conversation about features of diverse texts and formats.		<ul style="list-style-type: none"> • Conversation Building.pdf: Continue a conversation through multiple exchanges. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns
KSL3: Develop and answer questions to clarify what the speaker says.	<ul style="list-style-type: none"> • Science Investigation 	<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
Presentation of Knowledge and Ideas		
KSL4: Describe familiar people, places, things, and events with detail.	<ul style="list-style-type: none"> • Song: Adjectives Describe 	<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
KSL5: Create and/or utilize existing visual displays to support descriptions.	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
KSL6: Express thoughts, feelings, and ideas.		<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
Kindergarten Language Standards KL		
Knowledge of Language		
L3: Begins in Grade 2		

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Vocabulary Acquisition and Use		
KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:		
KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		<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
KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.	<ul style="list-style-type: none"> Song: More Than One Plural Nouns 	<ul style="list-style-type: none"> Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <ul style="list-style-type: none"> Affixes and Inflections
KL5: Explore and discuss word relationships and word meanings.		
KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding 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
KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> Songs: Verbs; Adjectives Describe; Antonym Ant 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
KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).	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"> 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
KL5d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.	<ul style="list-style-type: none"> Song: Verbs 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
KL6: Use words and phrases acquired through conversations, reading and being read to, and responding 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 New Words and Phrases

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1ST GRADE ENGLISH LANGUAGE ARTS LEARNING STANDARDS		
1st Grade Reading Standards		
Literary and Informational Text 1R		
<i>Key Ideas and Details</i>		
1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (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
1R2: Identify a main topic or central idea in a text and retell important details. (RI&RL)	<ul style="list-style-type: none"> • Informational Books • Traditional Tales (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; George Washington Carver; Wilbur and Orville Wright
1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Remember Order • Sum Up: Five Ws 	<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
Craft and Structure		
1R4: Identify specific words that express feelings and senses. (RI&RL)	<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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
1R5: Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)	<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
R6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)	<ul style="list-style-type: none"> • 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
<i>Integration of Knowledge and Ideas</i>		
1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) • Reading Detective • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Finding Key Information.pdf: Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> - Star Pictures
1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order 	<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
1R9: Make connections between self and text (texts and other people/world). (RI&RL)	<ul style="list-style-type: none"> • Readable Books • Traditional Tales • Informational Books (See titles at end of document.) • Connect to Me • Build Knowledge 	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills 1RF		
Print Concepts		
<i>1RF1: Demonstrate understanding of the organization and basic features of print.</i>		
1RF1a: 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?; 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
Phonological Awareness		
<i>1RF2: Demonstrate understanding of spoken words syllables, and sounds (phonemes).</i>		
1RF2a: Count, blend and segment single syllable words that include consonant blends.	<ul style="list-style-type: none"> • Song: Blends: Consonants Together • Blend Phonemes • Blending • Blend Every Sound (Phonemes) • Blending Riddles • Find the Picture • Phoneme Segmentation 	<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
1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.	<ul style="list-style-type: none"> • Phoneme Substitution • Phoneme Eliminator 	
1RF2c: Manipulate individual sounds (phonemes) in single -syllable spoken words.	<ul style="list-style-type: none"> • Phoneme Substitution • Phoneme Eliminator 	
Phonics and Word Recognition		
<i>1RF3: Know and apply phonics and word analysis skills in decoding words.</i>		
1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Charley Chick; Where is a Whale? • Word Mastery • Pattern Hunt • Name That Sound • Word Blending 	<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!

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>1RF3: Know and apply phonics and word analysis skills in decoding words continued.</i>		
1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Sneaky Magic E; Vowels Side by Side • Word Pattern • Pattern Hunt • Word Blending 	<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
1RF3c: Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words • Letter Sound • Key Word Match • Say and Trace 	<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/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
1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.	<ul style="list-style-type: none"> • Syllables • Syllable Safari 	<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
1RF3e: 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
1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).	<ul style="list-style-type: none"> • Songs: More Than One; Put It at the End; Let’s Compare; It Happened Yesterday • Suffixes • Comparatives • Past Tense Verbs 	<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
1RF3g: Read most common high-frequency words by sight.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Word Mastery • Power Words 	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency		
<i>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</i>		
1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Decodable Books • Readable Books • Traditional Tales (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
1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues 	<ul style="list-style-type: none"> • Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1st Grade Writing Standards 1W		
Text Types and Purposes		
1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.		<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
1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.		<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
1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.		<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
1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
W5: Begins in Grade 4		

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge		
1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	<ul style="list-style-type: none"> Build Knowledge 	<ul style="list-style-type: none"> Collaborative Writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> The Writing Process (including Proofreading Chart)
1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.	<ul style="list-style-type: none"> Connect to Me Build Knowledge 	<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)
1st Grade Speaking and Listening Standards 1SL		
Comprehension and Collaboration		
<i>1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).</i>		
1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.		<ul style="list-style-type: none"> Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> Discussion Rules Activity
1SL1b: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.		<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
1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.		<ul style="list-style-type: none"> Ask Questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> Discussion Rules Activity
1SL1d: Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
1SL2: Develop and answer questions about key details in diverse texts and formats.	<ul style="list-style-type: none"> 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 Yam Hills Mr. Lucky Straw

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play) continued.</i>		
1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker’s point of view.		<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
Presentation of Knowledge and Ideas		
1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas 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
1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. 	<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
1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.		<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
1st Grade Language Standards 1L		
Knowledge of Language		
L3: Begins in Grade 2		
Vocabulary Acquisition and Use		
<i>1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</i>		
1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> 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?
1L4b: Use frequently occurring affixes as a clue to the meaning of a word.	<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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies continued.</i>		
1L4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<ul style="list-style-type: none"> Song: Large, Larger, Largest 	<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
<i>1L5: Demonstrate understanding of word relationships and nuances in word meanings.</i>		
1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<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
1L5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		<ul style="list-style-type: none"> Defining Words.pdf: Define words by category and by one or more key attributes. <ul style="list-style-type: none"> Sorting Objects
1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).		<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"> Making Connections
1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<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 differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> Shades of Meaning: Verbs and Adjectives
1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	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, including using frequently occurring conjunctions to signal simple relationships (e.g., because). <ul style="list-style-type: none"> Conjunctions New Words and Phrases

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2ND GRADE ENGLISH LANGUAGE ARTS LEARNING STANDARDS		
2nd Grade Reading Standards		
Literary and Informational Text 2R		
<i>Key Ideas and Details</i>		
<p>2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)</p>	<ul style="list-style-type: none"> • Describe Characters • 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.
<p>2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)</p>	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • Map the Story 	<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>2R3: In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)</p>	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Describe Characters • Compare Characters • Map the Story • Sum Up: Remember Order • 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 • 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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure</i>		
2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)	<ul style="list-style-type: none"> Books: Bad News Shoes; I Hate Peas; Movin’ to the Music Time Expression: Phrases 	<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
2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)	<ul style="list-style-type: none"> Reading Detective Sum Up: Remember Order Map the Story 	
2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)	<ul style="list-style-type: none"> Read-Along Books Informational Books (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
<i>Integration of Knowledge and Ideas</i>		
2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)	<ul style="list-style-type: none"> Read-Along Books (See titles at end of document.) Compare Characters Map the Story Sum Up: Remember Order 	<ul style="list-style-type: none"> Understanding Characters, Setting, or Plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> 27 Online books to demonstrate understanding characters, setting, and plot.
2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL)	<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
2R9: Make connections between self and text (texts and other people/world). (RI&RL)	<ul style="list-style-type: none"> Build Knowledge Connect to Me 	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills 2RF		
Print Concepts		
RF1: There is not a grade 2 standard for this concept. Please see preceding grades for more information.		
Phonological Awareness		
RF2: There is not a grade 2 standard for this concept. Please see preceding grades for more information.		
Phonics and Word Recognition		
<i>2RF3: Know and apply phonics and word analysis skills in decoding words.</i>		
2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Guess the Word • Mystery Word • Word Recognition 	<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"> - Lesson 1: /ā/ - Lesson 2: /ō/ - Lesson 3: /ī/ - Lesson 3: /ū/ - Readable Check Sheets
2RF3b: Decode short and long vowel sounds in two-syllable words.	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Books • Read-Along Books (See titles at end of document.) • Readable Word Play • Power Words 	<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"> - What's the Word? - Find a Word - Make a Word
2RF3c: Decode regularly spelled two-syllable words.	<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 	<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"> - What's the Word? - Find a Word - Make a Word

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2RF3: Know and apply phonics and word analysis skills in decoding words continued.</i>		
2RF3d: Recognize and identify root words and common suffixes and prefixes.	<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
2RF3e: Read all common high-frequency words by sight.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Words 	
Fluency		
<i>2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</i>		
2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable 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
2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Rusty and Rosy's Clues 	<ul style="list-style-type: none"> • Using the Root Word to Determine Meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> - Comparatives - Prefixes - Suffixes

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2nd Grade Writing Standards 2W		
Text Types and Purposes		
<p>2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. PLEASE NOTE: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student’s opinion could be “I like cupcakes.” A student’s claim could be “Cupcakes are the best snack.” A student’s argument could be “Cupcakes are the best snack because…” with supporting reasons and evidence.</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>2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.</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
<p>2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</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>2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).</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 	
<p>W5: Begins in Grade 4</p>		

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge		
2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	<ul style="list-style-type: none"> • Build Knowledge 	<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
2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Build Knowledge 	<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
2nd Grade Speaking and Listening Standards 2SL		
Comprehension and Collaboration		
<i>2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</i>		
2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.		<ul style="list-style-type: none"> • Class Discussion.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Ball Toss Activity
2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.		<ul style="list-style-type: none"> • Conversation Building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"> - Ball Toss Activity
2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.		<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
2SL1d: Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
2SL2: Recount or describe key ideas or details of diverse texts and formats.	<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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play continued.</i>		
2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).		<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
Presentation of Knowledge and Ideas		
2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		<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
2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.	<ul style="list-style-type: none"> Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. 	<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
2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.		<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
2nd Grade Language Standards 2L		
Knowledge of Language		
<i>2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i>		
2L3a: Compare academic and conversational uses of English.		<ul style="list-style-type: none"> Uses of English.pdf: Compare formal and informal uses of English. <ul style="list-style-type: none"> Tell a Story Activity
Vocabulary Acquisition and Use		
<i>2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</i>		
2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	<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?

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies continued.</i>		
2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	<ul style="list-style-type: none"> • Song: Put It at the Front • 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
2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<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
2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<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
2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	<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
<i>2L5: Demonstrate understanding of word relationships and nuances in word meanings.</i>		
2L5a: Identify real-life connections between words and their use.		<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
2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).	<ul style="list-style-type: none"> • Song: Adjectives Describe • Vocabulary • Adjectives 	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2L5: Demonstrate understanding of word relationships and nuances in word meanings continued.</i>		
<p>2L5c: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs 	<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
<p>2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs 	<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, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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).