

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*Colorado
Academic
Standards:
Reading,
Writing, and
Communicating
2020*

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

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| COLORADO STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| KINDERGARTEN | | |
| Reading, Writing, and Communicating: Kindergarten, Standard 1. Oral Expression and Listening | | |
| Grade Level Expectation: 1. Communicate using verbal and nonverbal language. | | |
| <p>a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion)</p> | <p>Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p> | <ul style="list-style-type: none"> • Speaking and listening.pdf: Follow agreed-upon rules for discussions. <ul style="list-style-type: none"> - Speaking and Listening—Taking Turns |
| <p>ii. Continue a conversation through multiple exchanges.</p> | | <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 |
| <p>b. 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.</p> | | <ul style="list-style-type: none"> • Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ul style="list-style-type: none"> - My Super Sticky Sandwich - Ooey, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine |

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| Grade Level Expectation: 1. Communicate using verbal and nonverbal language <i>continued</i>. | | |
| c. Ask and answer questions in order to seek help, get 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, Goey Mud - The Alligator in the Library - Lost Socks - Moving Day - Mine |
| d. Listen with comprehension to follow two-step directions | While interacting with Waterford, children listen to and follow multi-step directions. | |
| e. 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. | |
| Grade Level Expectation: 2. Develop oral communication skills through a language-rich environment. | | |
| a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | <ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives | <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 |
| b. Add drawings or other visual displays to descriptions as desired to provide additional detail. | 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 |
| c. Speak audibly and express thoughts, feelings, and ideas clearly | | <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 |
| d. Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. | <ul style="list-style-type: none"> • Sort • Make Comparisons | <ul style="list-style-type: none"> • Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Object Sort |

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| Grade Level Expectation: 2. Develop oral communication skills through a language-rich environment <i>continued</i>. | | |
| e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | <ul style="list-style-type: none"> • Songs: Verbs; Antonym Ant • Book: Opposites • Opposites • Verbs • Antonyms | <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 |
| f. Identify real-life connections between words and their use (for example: note places at school that are colorful). | <ul style="list-style-type: none"> • Rusty and Rosy’s Clues | <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 |
| g. Distinguish shades of meaning among verbs describing the same general action (for example: walk, march, strut, prance) by acting out the meanings. | <ul style="list-style-type: none"> • Song: 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 |
| h. Use new vocabulary that is directly taught through reading, speaking, and listening. | 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 |
| i. Relate new vocabulary to prior knowledge. | <ul style="list-style-type: none"> • Rusty and Rosy’s Clues | |
| Reading, Writing, and Communicating: Kindergarten, Standard 2. Reading for All Purposes | | |
| Grade Level Expectation: 1. Develop and apply the concepts of print and comprehension of literary texts. | | |
| a. Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws | <ul style="list-style-type: none"> • Key Details Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - 49 stories with discussion questions to build comprehension |
| ii. With prompting and support, retell familiar stories, including key details | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • 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 stories with discussion ideas to build comprehension |

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| Grade Level Expectation: 1. Develop and apply the concepts of print and comprehension of literary texts <i>continued</i>. | | |
| iii. With prompting and support, identify characters, settings, and major events in a story. | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Sum Up: Five Ws | <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 |
| b. Use Craft and Structure to: i. Ask and answer questions about unknown words in a text. | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. | <ul style="list-style-type: none"> • Unknown Words.pdf: Ask and answer questions about unknown words in a text. <ul style="list-style-type: none"> - What Does It Mean? - Picture This - I See...I Wonder - Guess the Covered Word |
| ii. Recognize common types of texts (for example: storybooks, poems). | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational 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 |
| iii. 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"> • 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 |
| c. Use Integration of Knowledge and Ideas to: i. With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). | <ul style="list-style-type: none"> • 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 |

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| Grade Level Expectation: 1. Develop and apply the concepts of print and comprehension of literary texts <i>continued</i>. | | |
| ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | <ul style="list-style-type: none"> • Compare Characters | <ul style="list-style-type: none"> • Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> - My Super Sticky Sandwich and Lumpy Mush - Lost Socks and Play Ball - At Camp and Family Vacation |
| d. Use Range of Reading and Level of Text Complexity to: i. Actively engage in group reading activities with purpose and understanding. | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Group reading activities.pdf: Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> - Multiple stories with suggestions to build comprehension. |
| Grade Level Expectation: 2. Develop and apply the concepts of print and comprehension of informational texts. | | |
| a. Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Find an Answer • Sum Up: Five Ws | <ul style="list-style-type: none"> • Key Details Informational.pdf: With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Seeing Fingers - What Is a Cloud? - Legs |
| ii. With prompting and support, identify the main topic and retell key details of a text. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <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 |
| iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | <ul style="list-style-type: none"> • Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm • Connect to Me • Build Knowledge | <ul style="list-style-type: none"> • Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text. <ul style="list-style-type: none"> - How to Grow a Garden - Think With Me - Growing Flowers |
| b. Use Craft and Structure to: i. With prompting and support, ask and answer questions about unknown words in a text. | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. | |

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| Grade Level Expectation: 2. Develop and apply the concepts of print and comprehension of informational texts <i>continued</i> . | | |
| ii. 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 |
| iii. 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"> Print Concepts | <ul style="list-style-type: none"> Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? A Story In the Snow |
| c. Use Integration of Knowledge and Ideas to: i. With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Peek at the Story Picture Clues Words Tell About the Pictures | <ul style="list-style-type: none"> Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear. <ul style="list-style-type: none"> Opposites Watch the Woolly Worm A Story in the Snow |
| ii. With prompting and support, identify the reasons an author gives to support points in a text. | <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 |
| iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). | <ul style="list-style-type: none"> Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat | <ul style="list-style-type: none"> Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic. <ul style="list-style-type: none"> How to Grow a Garden Growing Flowers Think With Me |

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| Grade Level Expectation: 3. Develop basic reading skills through the use of foundational skills. | | |
| <p>a. Demonstrate understanding of the organization and basic features of print.</p> <p>i. Follow words from left to right, top to bottom, and page by page.</p> | <ul style="list-style-type: none"> Print Concepts | <ul style="list-style-type: none"> Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page. |
| <p>ii. Recognize that spoken words are represented in written language by specific sequences of letters.</p> | <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 |
| <p>iii. Understand that words are separated by spaces in print (concept of word).</p> | <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 |
| <p>iv. Recognize and name all upper- and lowercase letters of the alphabet.</p> | <ul style="list-style-type: none"> ABC Songs Letter Checker Fast Letter Fun Hidden Letters Letter Pictures Find the Letter Name That Letter | |
| <p>b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>i. Recognize and produce rhyming words.</p> | <ul style="list-style-type: none"> Rhyme Match Finish the Picture One Doesn't Rhyme Rhyming Words Rhyme With Me | <ul style="list-style-type: none"> Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> Change the Rhyme Rhyming Riddles Down by the Bay Rhyme Match Rhyming Bingo Sound Sense Cards |
| <p>ii. Count, pronounce, blend, and segment syllables in spoken words.</p> | <ul style="list-style-type: none"> Syllable Syllable Safari Blend Spoken Syllables | <ul style="list-style-type: none"> Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> Segmenting Syllables |

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| Grade Level Expectation: 3. Develop basic reading skills through the use of foundational skills <i>continued</i>. | | |
| iii. Blend and segment the onset and rime of single-syllable spoken words. | <ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • 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"> - Segmenting Syllables |
| iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. | <ul style="list-style-type: none"> • Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? | <ul style="list-style-type: none"> • Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). <ul style="list-style-type: none"> - Segmenting - Sound Sense Playing Cards |
| v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | <ul style="list-style-type: none"> • Phoneme Substitution | |
| vi. Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. | <ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) | |
| vii. Identify phonemes for letters. | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound | |
| Reading, Writing, and Communicating: Kindergarten, Standard 3. Writing and Composition | | |
| Grade Level Expectation: 1. Write opinions using labels, dictation, and drawing. | | |
| a. 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 (for example: My favorite book is...). | | <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 |

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| Grade Level Expectation: 1. Write opinions using labels, dictation, and drawing <i>continued</i>. | | |
| b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | <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 |
| c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers | Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities. | |
| Grade Level Expectation: 2. Write informative/explanatory texts on a topic using labels, dictation, and drawing. | | |
| <p>Students Can:</p> <p>a. 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.</p> | | <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 |
| b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | <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 |
| c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers | Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities. | |
| Grade Level Expectation: 3. Write real or imagined narratives using labels, dictation, and drawing. | | |
| a. 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"> 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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| Grade Level Expectation: 3. Write real or imagined narratives using labels, dictation, and drawing <i>continued</i>. | | |
| b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed | | <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 |
| c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities. | |
| Grade Level Expectation: 4. Use appropriate mechanics and conventions when creating simple texts. | | |
| a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Print many upper- and lowercase letters. | <ul style="list-style-type: none"> • Letter Trace | <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 |
| ii. Use frequently occurring nouns and verbs. | <ul style="list-style-type: none"> • Songs: Nouns; Verbs • Nouns • Verbs | |
| iii. Form regular plural nouns orally by adding /s/ or /es/ (for example: dog, dogs; wish, wishes). | <ul style="list-style-type: none"> • Songs: Nouns; More Than One • Nouns • Plural Nouns | <ul style="list-style-type: none"> • Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns - Verbs and Nouns |
| iv. Understand and use question words (interrogatives) (for example: who, what, where, when, why, how). | <ul style="list-style-type: none"> • Sum Up: Five Ws • Science Investigation • Build Knowledge | |
| v. Use the most frequently occurring prepositions (for example: to, from, in, out, on, off, for, of, by, with). | <ul style="list-style-type: none"> • Song: Preposition Cat | <ul style="list-style-type: none"> • Prepositions.pdf: Use frequently occurring prepositions. <ul style="list-style-type: none"> - Prepositions |
| vi. Produce and expand complete sentences in shared language activities. | <ul style="list-style-type: none"> • Songs: What Is a Sentence? • Sentences | <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 |

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| Grade Level Expectation: 4. Use appropriate mechanics and conventions when creating simple texts <i>continued</i>. | | |
| b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. i. Capitalize the first word in a sentence and the pronoun I. | <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 |
| ii. Recognize and name end punctuation. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentence Marks | <ul style="list-style-type: none"> Punctuation.pdf: Recognize and name end punctuation. <ul style="list-style-type: none"> I Like Kites Punctuation |
| iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). | <ul style="list-style-type: none"> Letter Pictures Letter Trace | <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). <ul style="list-style-type: none"> Capital Letter Formation Lowercase Letter Formation Block Letter Letter Picture Handwriting |
| iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | <ul style="list-style-type: none"> Spell and Blend Build CVC Syllable Words | <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 |
| Reading, Writing, and Communicating: Kindergarten, Standard 4. Research Inquiry and Design | | |
| Grade Level Expectation: 1. Explore the purposes for research and inquiry by accessing resources in collaborative settings. | | |
| a. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). | | <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 |
| b. Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?). | | <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 |

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| Grade Level Expectation: 1. Explore the purposes for research and inquiry by accessing resources in collaborative settings <i>continued</i> . | | |
| c. Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research. | <ul style="list-style-type: none"> • Build Knowledge • Informational Books (See titles at end of document.) | <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 |
| d. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking. | <ul style="list-style-type: none"> • Science Investigation • Build Knowledge | <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 |
| e. Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation). | <ul style="list-style-type: none"> • Build Knowledge • Informational Books (See titles at end of document.) | |
| f. Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.). | <ul style="list-style-type: none"> • Science Investigation • Build Knowledge • Informational Books (See titles at end of document.) | |
| g. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. | <ul style="list-style-type: none"> • Connect to Me • 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 |

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| FIRST GRADE | | |
| Reading, Writing, and Communicating: First Grade, Standard 1. Oral Expression and Listening | | |
| Grade Level Expectation: 1. Communicate using verbal and nonverbal language to express and receive information. | | |
| <p>a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>i. Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion).</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>ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</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>iii. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | | <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 |
| <p>b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> | <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 Yarn Hills Mr. Lucky Straw |
| <p>c. Ask and answer questions about what a speaker says in order to gather additional information or 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 |

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| Grade Level Expectation: 2. Use multiple strategies to develop and expand oral communication | | |
| a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | <ul style="list-style-type: none"> Song: Adjectives Describe | <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 |
| b. Add drawings or other visual displays to descriptions when appropriate 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"> 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 |
| c. Produce complete sentences when appropriate to task and situation. | <ul style="list-style-type: none"> Song: What Is a Sentence? | |
| d. Give and follow simple two-step directions. | While interacting with Waterford, children listen to and follow multi-step directions. | |
| Reading, Writing, and Communicating: First Grade, Standard 2. Reading for All Purposes | | |
| Grade Level Expectation: 1. Apply foundational reading strategies to fluently read and comprehend literary texts. | | |
| a. Use Key Ideas and Details to: i. Ask and answer questions about key details in a text. | <ul style="list-style-type: none"> Traditional Tales (See titles at end of document.) Sum Up: Five Ws Describe Characters | <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 |
| ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | <ul style="list-style-type: none"> Traditional Tales (See titles at end of document.) Sum Up: Remember Order Sum Up: Five Ws | <ul style="list-style-type: none"> Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> The Three Little Pigs Mr. Lucky Straw |
| iii. Describe characters, settings, and major events in a story, using key details. | <ul style="list-style-type: none"> Traditional Tales (See titles at end of document.) 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 |

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| Grade Level Expectation: 1. Apply foundational reading strategies to fluently read and comprehend literary texts <i>continued</i> . | | |
| iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. | <ul style="list-style-type: none"> • Peek at the Story • Check My Guess • Reading Detective | |
| b. Use Craft and Structure to: i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | <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 |
| ii. Explain major differences between books that tell stories and books that give information. | <ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> - Text Type Activity—Narrative Text - Text Type Activity—Informational Text - How to Grow a Garden |
| iii. Identify who is telling the story at various points in a text. | <ul style="list-style-type: none"> • Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves | <ul style="list-style-type: none"> • Who is telling the story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> - Who Is the Speaker? - The Brothers - The City Mouse and the Country Mouse - Mr. Lucky Straw |
| iv. Follow and replicate patterns in predictable poems. | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) | |

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| Grade Level Expectation: 1. Apply foundational reading strategies to fluently read and comprehend literary texts <i>continued</i>. | | |
| <p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Use illustrations and details in a story to describe its characters, setting, or events.</p> | <ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> • Describe the Story 1.pdf: Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> - The Gingerbread Man - The Little Red Hen - The City Mouse and the Country Mouse - The Brothers |
| <p>ii. Compare and contrast the adventures and experiences of characters in stories.</p> | <ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Describe Characters • Compare Characters | <ul style="list-style-type: none"> • Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> - The City Mouse and the Country Mouse |
| <p>d. Use Range of Reading and Level of Text Complexity to:</p> <p>i. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> | <ul style="list-style-type: none"> • Traditional Tales • Sing a Rhyme Songs/Books • Readable Books (See titles at end of document.) | |
| Grade Level Expectation: 2. Apply foundational reading strategies to fluently read and comprehend informational texts. | | |
| <p>a. Use Key Ideas and Details to:</p> <p>i. Ask and answer questions about key details in a text</p> | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Sum Up: Five Ws | <ul style="list-style-type: none"> • Key details Informational.pdf: Ask and answer questions about key details in a text. <ul style="list-style-type: none"> - Water is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright |

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| Grade Level Expectation: 2. Apply foundational reading strategies to fluently read and comprehend informational texts <i>continued</i>. | | |
| ii. Identify the main topic and retell key details of a text. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> - Water is All Around - Animal Bodies - I Wish I Had Ears Like a Bat - I Want to Be a Scientist Like Jane Goodall - I Want to Be a Scientist Like George Washington Carver - I Want to Be a Scientist Like Wilbur and Orville Wright |
| iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Connect to Me • Compare Characters • Build Knowledge | <ul style="list-style-type: none"> • Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> - Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver |
| iv. Activate schema and background knowledge to construct meaning. | <ul style="list-style-type: none"> • Connect to Me • Build Knowledge | |
| b. Use Craft and Structure to: i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | <ul style="list-style-type: none"> • Identifying Meaning of Words and Phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <ul style="list-style-type: none"> - Animal Bodies - Star Pictures |
| ii. Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate 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 |
| iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Pulling Information from a Picture or Text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> - Star Pictures |

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| Grade Level Expectation: 2. Apply foundational reading strategies to fluently read and comprehend informational texts <i>continued</i>. | | |
| c. Use Integration of Knowledge and Ideas to: i. Use the illustrations and details in a text to describe its key ideas. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) | <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 |
| ii. Identify the reasons an author gives to support points in a text. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Identifying 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 |
| iii. Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> How to Grow a Garden Growing Flowers |
| d. Use Range of Reading and Level of Text Complexity to: i. With prompting and support, read informational texts appropriately complex for grade 1. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Informational reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1. <ul style="list-style-type: none"> Water is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like Jane Goodall I Want to Be a Scientist Like George Washington Carver I Want to Be a Scientist Like Wilbur and Orville Wright |
| Grade Level Expectation: 3. Refine foundational reading skills through understanding word structure, word relationships, and word families. | | |
| a. Demonstrate understanding of the organization and basic features of print. i. Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Capital Letters; 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 |

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| Grade Level Expectation: 3. Refine foundational reading skills through understanding word structure, word relationships, and word families <i>continued.</i> | | |
| b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). i. Distinguish long from short vowel sounds in spoken single-syllable words. | <ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald Has Some Vowels; Apples and Bananas; Eensy, Weensy Mouse • Letter Sound • Name That Sound | <ul style="list-style-type: none"> • Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words. <ul style="list-style-type: none"> - Phonics and Word Recognition - Long and Short Vowel Cards |
| ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | <ul style="list-style-type: none"> • Song: Blends: Consonants Together • Blend Phonemes • Blend Onset/Rime Sounds • Blend Every Sound (Phonemes) • Blending • Blending Dragon • Word Blending | <ul style="list-style-type: none"> • Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends. <ul style="list-style-type: none"> - Blending: Onset-Rime - Phoneme Blending - Sound Sense Bingo Cards |
| iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | <ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? | <ul style="list-style-type: none"> • 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 |
| iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | <ul style="list-style-type: none"> • Phoneme Segmentation • Segment Onset/Rime | <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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| <p>Grade Level Expectation: 3. Refine foundational reading skills through understanding word structure, word relationships, and word families <i>continued.</i></p> | | |
| <p>c. Know and apply grade-level phonics and word analysis skills in decoding words. i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> | <ul style="list-style-type: none"> • Songs: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; T-H Has Two Sounds; Charley Chick; Where is a Whale? • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • 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! |
| <p>ii. Decode regularly spelled one-syllable words.</p> | <ul style="list-style-type: none"> • Songs: Consonants Together; Sneaky Magic E; C and G; Key Words • Word Mastery • Letter Sound • Name That Sound • Key Word Match • Pattern Hunt • Spell and Blend • Word Pattern Spelling • 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 - Letter Cards - Key Word Cards |
| <p>iii. Know final -e and common vowel team conventions for representing long vowel sounds.</p> | <ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Pattern • Pattern Hunt • Word Blending • Word Mastery Games | <ul style="list-style-type: none"> • Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> - Pattern Word Building - Word Study Introduction - Spelling |
| <p>iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> | <ul style="list-style-type: none"> • Segment Onset/Rime • Decode Syllable Words • Syllables | <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 |

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| Grade Level Expectation: 3. Refine foundational reading skills through understanding word structure, word relationships, and word families <i>continued.</i> | | |
| v. Decode two-syllable words following basic patterns by breaking the words into syllables. | <ul style="list-style-type: none"> • Decode Syllable Words • 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 - Reading Trick: Pattern Hunt - Reading Trick: Mystery Word |
| vi. Read words with inflectional endings. | <ul style="list-style-type: none"> • Songs: Put It At the End; More Than One; The Three Sounds of -ED • Suffixes | <ul style="list-style-type: none"> • Inflectional endings.pdf: Read words with inflectional endings. <ul style="list-style-type: none"> - Pattern Word Building: Double the Letter - Language Concept: Plural Nouns |
| vii. Read grade-appropriate irregularly spelled words. | <ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Word Mastery • Power Words | <ul style="list-style-type: none"> • Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards |
| viii. Use onsets and rimes to create new words (for example: ip to make dip, lip, slip, ship) | <ul style="list-style-type: none"> • Blending Dragon | |
| ix. Accurately decode unknown words that follow a predictable letter/sound relationship | <ul style="list-style-type: none"> • Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words • Identify Variant Vowel Words • Pattern Hunt • Decode Syllable Words • Decode Using the Six Syllable Types | <ul style="list-style-type: none"> • Spelling-sound Correspondences.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 |

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| Grade Level Expectation: 3. Refine foundational reading skills through understanding word structure, word relationships, and word families <i>continued.</i> | | |
| d. Read with sufficient accuracy and fluency to support comprehension: i. Read grade-level text with purpose and understanding. | <ul style="list-style-type: none"> • 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 |
| ii. Read grade-level text orally with accuracy, appropriate rate, and expression. | <ul style="list-style-type: none"> • 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 |
| iii. 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. |
| e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i. 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 • Readable Books (See titles at end of document.) • 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? |
| ii. 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 • Comparatives | <ul style="list-style-type: none"> • Cluing Of 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 |
| iii. Identify frequently occurring root words (for example: look) and their inflectional forms (for example: 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 |
| iv. Identify and understand compound words. | <ul style="list-style-type: none"> • Song: Compound Words • Compound Words | |

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| Grade Level Expectation: 3. Refine foundational reading skills through understanding word structure, word relationships, and word families <i>continued.</i> | | |
| <p>f. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent.</p> | <ul style="list-style-type: none"> • Book: The Birds, the Beast, and the Bat • Sort | <ul style="list-style-type: none"> • Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> - Sorting Objects |
| <p>ii. Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes).</p> | | <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 |
| <p>iii. Identify real-life connections between words and their use (for example: note places at home that are cozy).</p> | <ul style="list-style-type: none"> • Rusty and Rosy's Clues | <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 |
| <p>iv. Distinguish shades of meaning among verbs differing in manner (for example: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example: large, gigantic) by defining or choosing them or by acting out the meanings.</p> | <ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs | <ul style="list-style-type: none"> • Distinguish Meaning Among Verbs.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> - Shades of Meaning: Verbs and Adjectives |
| <p>g. 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 (for example: because).</p> | <p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p> | <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 |

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| Reading, Writing, and Communicating: First Grade, Standard 3. Writing and Composition | | |
| Grade Level Expectation: 1. Write an opinion supported by reasons. | | |
| a. Introduce the topic or name the book they are writing about. | | <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 |
| b. State an 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 |
| c. Supply a reason for the 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 |
| d. Provide some sense of closure. | | <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 |
| Grade Level Expectation: 2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure. | | |
| a. Name a topic. | | <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 |
| b. Supply some facts about the topic. | | <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 |
| c. 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 |

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| Grade Level Expectation: 3. Recount real or imagined, sequenced events that include details and a sense of closure. | | |
| a. Recount two or more appropriately sequenced 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 |
| b. Include some details regarding what happened. | | <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 |
| c. Provide some sense of closure. | | <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 |
| Grade Level Expectation: 4. Use appropriate grammar, spelling, capitalization, and punctuation. | | |
| a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Print all upper- and lowercase letters. | <ul style="list-style-type: none"> • Letter Trace | <ul style="list-style-type: none"> • Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting (Aa-Zz) |
| ii. Use common, proper, and possessive nouns. | <ul style="list-style-type: none"> • Songs: Apostrophe Pig; Nouns • Nouns • Possessive Nouns | <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 |
| iii. Use singular and plural nouns with matching verbs in basic sentences (for example: He hops; We hop). | <ul style="list-style-type: none"> • Songs: More Than One; Nouns • Nouns • Plural Nouns • Verbs | <ul style="list-style-type: none"> • Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns - Verbs and Nouns - Verb Endings |

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| Grade Level Expectation: 4. Use appropriate grammar, spelling, capitalization, and punctuation <i>continued</i>. | | |
| iv. Use personal, possessive, and indefinite pronouns (for example: I, me, my; they, them, their, anyone, everything). | <ul style="list-style-type: none"> • Song: Pronouns • Pronouns | <ul style="list-style-type: none"> • Pronouns.pdf: Use personal, possessive, and indefinite pronouns. - Pronouns |
| v. Use verbs to convey a sense of past, present, and future (for example: Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | <ul style="list-style-type: none"> • Songs: It Happened Yesterday; Verbs • Book: I Can't Wait • Verbs • Past Tense Verbs | <ul style="list-style-type: none"> • Verbs.pdf: Use verbs to convey a sense of past, present, and future. - Verbs |
| vi. Use frequently occurring adjectives. | <ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives | <ul style="list-style-type: none"> • Adjectives.pdf: Use frequently occurring adjectives. - Who Am I? - Adjectives |
| vii. Use frequently occurring conjunctions (for example: and, but, or, so, because). | <ul style="list-style-type: none"> • Power Words | <ul style="list-style-type: none"> • Conjunctions.pdf: Use frequently occurring conjunctions. - Conjunctions |
| viii. Use determiners (for example: articles, demonstratives). | <ul style="list-style-type: none"> • Power Words | <ul style="list-style-type: none"> • Determiners.pdf: Use determiners. - Determiners |
| ix. Use frequently occurring prepositions (for example: during, beyond, toward). | <ul style="list-style-type: none"> • Song: Preposition Cat | <ul style="list-style-type: none"> • Prepositions.pdf: Use frequently occurring prepositions. - Preposition |
| x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | <ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences | <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. - Types of Sentences - Skill Builder Song |
| b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. i. Write complete simple sentences. | <ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks | |
| ii. Capitalize dates and names of people. | <ul style="list-style-type: none"> • Song: Capital Letters | <ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the dates and names of people. - Capitalization |

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| Grade Level Expectation: 4. Use appropriate grammar, spelling, capitalization, and punctuation <i>continued</i>. | | |
| iii. Use end punctuation for sentences. | <ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks | <ul style="list-style-type: none"> Punctuation.pdf: Use end punctuation for sentences. <ul style="list-style-type: none"> A Closer Look What's My Sentence? Sentence Strips Punctuation Sentences |
| iv. Use commas in dates and to separate single words in a series. | <ul style="list-style-type: none"> Song: Comma, Comma, Comma | <ul style="list-style-type: none"> Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> Commas |
| v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | <ul style="list-style-type: none"> Song: Double the Fun Double the Fun Word Pattern Spell and Blend Word Blending Say and Trace | <ul style="list-style-type: none"> Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones |
| vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | <ul style="list-style-type: none"> Letter Sound Spell and Blend Word Blending Word Pattern Say and Trace Word Pattern Spelling | <ul style="list-style-type: none"> Spell Untaught Spelling Words.pdf: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <ul style="list-style-type: none"> Word Pattern Cards Key Word Cards |
| c. 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"> 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) |
| d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | Waterford includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities. | |

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| Reading, Writing, and Communicating: First Grade, Standard 4. Research Inquiry and Design | | |
| 1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions | | |
| a. Participate in shared research and writing projects. For example: 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"> • 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) |
| b. Write or dictate questions for inquiry that arise during instruction. | <ul style="list-style-type: none"> • Build Knowledge • Science Investigation | |
| c. With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Science Investigation | |
| d. Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information. | | <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 |
| e. Identify a clear and significant purpose for research. (for example: Is my purpose for researching frogs clear and is it important to understanding more about mammals?) | | <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 |
| f. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <ul style="list-style-type: none"> • 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) |

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| SECOND GRADE | | |
| Reading, Writing, and Communicating: Second Grade, Standard 1. Oral Expression and Listening | | |
| Grade Level Expectation: 1. Engage in dialogue and learn new information through active listening. | | |
| <p>a. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>i. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</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>ii. Build on others' talk in conversations by linking their comments to the remarks of others.</p> | | <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 |
| <p>iii. 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>b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> | <ul style="list-style-type: none"> Sum Up: Five Ws | <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 |
| <p>c. 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.</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 |

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| Grade Level Expectation: 2. Deliver presentations while maintaining focus on topic and be prepared to discuss. | | |
| a. 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"> • 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 |
| b. Contribute knowledge to a small group or class discussion to develop a topic. | | <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 |
| c. Maintain focus on the topic. | | <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 |
| d. 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. | 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 |
| e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | <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 |
| f. Use content-specific vocabulary to ask questions and provide information. | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. | |

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| Reading, Writing, and Communicating: Second Grade, Standard 2. Reading for All Purposes | | |
| Grade Level Expectation: 1. Apply specific skills to comprehend and fluently read literary texts. | | |
| <p>a. Use Key Ideas and Details to:</p> <p>i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.</p> | <ul style="list-style-type: none"> • Build Knowledge | <ul style="list-style-type: none"> • Reading Check.pdf • Read on-level text with purpose and understanding. <ul style="list-style-type: none"> - 49 stories with discussion questions to check for purpose and understanding. |
| <p>ii. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> | <ul style="list-style-type: none"> • Find an Answer • Sum Up: Five Ws • Map the Story | <ul style="list-style-type: none"> • Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> - 52 Online books to practice strategies for understanding. |
| <p>iii. Recount 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.) | <ul style="list-style-type: none"> • Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> - Why Wind and Water Fight - The Snow Lion - How Rivers Began - The Story of Tong and Mai Nhia |
| <p>iv. Describe how characters in a story respond to major events and challenges.</p> | <ul style="list-style-type: none"> • Describe Characters • Compare Characters • Map the Story • Sum Up: Five Ws | <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>b. Use Craft and Structure to:</p> <p>i. Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> | <ul style="list-style-type: none"> • Books: Bad News Shoes; I Hate Peas; Movin' to the Music | <ul style="list-style-type: none"> • Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> - Poetry Book 1 - Poetry Book 2 - Bad News Shoes - Movin' to the Music Time - Winter Snoozers |

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| Grade Level Expectation: 1. Apply specific skills to comprehend and fluently read literary texts <i>continued</i> . | | |
| ii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | <ul style="list-style-type: none"> • Reading Detective • Sum Up: Remember Order • Map the Story | |
| iii. 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"> • Books: Why Wind and Water Fight; Three Billy Goats Gruff • Compare Characters • Expression: Quotations | <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 |
| iv. Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry | <ul style="list-style-type: none"> • Books: Poetry Book 1; Poetry Book 2; I Hate Peas; Lumpy Mush; Bad News Shoes | <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 |
| c. Use Integration of Knowledge and Ideas to: i. 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"> • Read-Along Books (See titles at end of document.) • Compare Characters • Map the Story • Peek at the Story • Check My Guess | <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. |
| ii. Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures | <ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) • Compare Characters | <ul style="list-style-type: none"> • Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. <ul style="list-style-type: none"> - Story Variations Activity |
| d. Use Range of Reading and Level of Text Complexity to: i. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> • Read-Along Books • Informational 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 Online books with Comprehension Discussion Activities |

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| Grade Level Expectation: 2. Apply specific skills to comprehend and fluently read informational texts. | | |
| <p>a. Use Key Ideas and Details to:</p> <p>i. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Map the Story • Sum Up: Five Ws • Sum Up: Remember Order • Reading Detective | <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"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes |
| <p>ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</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>iii. Summarize the main idea using relevant and significant details in a variety of texts.</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>iv. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Louis Braille - Reaching Above - The Courage to Learn - Discovering Dinosaurs |

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| Grade Level Expectation: 2. Apply specific skills to comprehend and fluently read informational texts <i>continued</i>. | | |
| b. Use Craft and Structure to: i. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | <ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues • Build Vocabulary | <ul style="list-style-type: none"> • Find the meaning of a word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> - Vocabulary Match: Islands and Volcanoes - Vocabulary Match: Tornadoes |
| ii. Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | <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 efficiently. <ul style="list-style-type: none"> - How to Grow a Garden |
| iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee’s Secret - Reaching Above |
| iv. Read text to perform a specific task such as follow a recipe or play a game. | <ul style="list-style-type: none"> • Books: The Pizza Book; The Piñata Book; Jump Rope Rhymes | |
| c. Use Integration of Knowledge and Ideas to: i. Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. | <ul style="list-style-type: none"> • Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book | <ul style="list-style-type: none"> • Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> - How to Grow a Garden |
| ii. Describe how reasons support specific points the author makes in a text. | <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 |

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| Grade Level Expectation: 2. Apply specific skills to comprehend and fluently read informational texts <i>continued</i>. | | |
| iii. Compare and contrast the most important points presented by two texts on the same topic. | <ul style="list-style-type: none"> Books: Louis Braille and Seeing Fingers | <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 |
| d. Use Range of Reading and Level of Text Complexity to: i. Adjust reading rate according to type of text and purpose for reading. | <ul style="list-style-type: none"> Read-Along Books Informational Books (See titles at end of document.) | <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 |
| ii. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Reading with Understanding.pdf: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade Level Expectation: 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. | | |
| a. Know and apply grade-level phonics and word analysis skills in decoding words. i. Distinguish long and short vowels when reading regularly spelled one-syllable words. | <ul style="list-style-type: none"> Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Spelling Exploration 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 |
| ii. Know spelling-sound correspondences for additional common vowel teams. | <ul style="list-style-type: none"> Songs: Vowels Side by Side; Eensy, Weensy Mouse Make and Spell Spelling Scramble Spell Using the Six Syllable Types Spell and Blend All-star Spelling Spelling Exploration | <ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones Readable Check Sheets |

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| Grade Level Expectation: 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy <i>continued</i> . | | |
| iii. Read multisyllabic words accurately and fluently. | <ul style="list-style-type: none"> • Decode Syllable Words • Decode Using the Six Syllable Types | |
| iv. Decode regularly spelled two-syllable words with long vowels. | <ul style="list-style-type: none"> • Decode Open Syllable Words • Decode Using the Six Syllable Types | |
| v. Decode words with common prefixes and suffixes. | <ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End • Prefixes • Suffixes | <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 |
| vi. Identify words with inconsistent but common spelling-sound correspondences. | <ul style="list-style-type: none"> • Word Recognition • Spelling • Spelling Exploration • All-Star Spelling | <ul style="list-style-type: none"> • Inconsistent Words.pdf: Identify words with inconsistent but common spelling-sound correspondences. <ul style="list-style-type: none"> - Spelling and Sounds Activity |
| vii. Read grade-appropriate irregularly spelled words. | <ul style="list-style-type: none"> • Read Along Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Words | <ul style="list-style-type: none"> • Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /ī/ - Lesson 2: /ō/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals |
| b. Read with sufficient accuracy and fluency to support comprehension. i. Read grade-level text with purpose and understanding | <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 Online books to practice reading with purpose and understanding |
| ii. Read grade-level text orally with accuracy, appropriate rate, and expression. | <ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets |

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| Grade Level Expectation: 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy <i>continued</i> . | | |
| iii. 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 • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) | <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 |
| iv. Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation. | <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 |
| c. Compare formal and informal 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 |
| d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. i. 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 • Reading Detective | <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? |
| ii. Determine the meaning of the new word formed when a known prefix is added to a known word (for example: happy/unhappy, tell/retell). | <ul style="list-style-type: none"> • Songs: Put It at the Front; Key Words • Prefixes | <ul style="list-style-type: none"> • Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes |
| iii. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: addition, additional). | <ul style="list-style-type: none"> • Songs: Let’s Compare; Put It at the Front; Put It at the End; Large, Larger, Largest • 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 |

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| <p>Grade Level Expectation: 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy <i>continued</i>.</p> | | |
| <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> | <ul style="list-style-type: none"> • Song: Compound Words • Compound Words | <ul style="list-style-type: none"> • Combining Known Individual Words .pdf • Use knowledge of the meaning of individual words to predict the meaning of compound words Compound Word Game |
| <p>v. Create new words by combining base words with affixes to connect known words to new words.</p> | <ul style="list-style-type: none"> • Songs: Let’s Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes | <ul style="list-style-type: none"> • Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> - Invent a Word: Prefixes and Suffixes - Build a Word: Prefixes and Suffixes - Prefixes |
| <p>vi. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> | <ul style="list-style-type: none"> • Reading Detective | <ul style="list-style-type: none"> • Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> - Vocabulary Dictionary |
| <p>e. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. i. Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy).</p> | <ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives • Sort | <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 |
| <p>ii. Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and closely related adjectives (for example: 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>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: 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). |

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| Grade Level Expectation: 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy <i>continued</i> . | | |
| g. Determine which strategies should be used to decode multisyllabic words. | <ul style="list-style-type: none"> • Decode Syllable Words • 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 - Reading Trick: Pattern Hunt - Reading Trick: Mystery Word |
| Reading, Writing, and Communicating: Second Grade, Standard 3. Writing and Composition | | |
| Grade Level Expectation: 1. Write pieces on a topic or book that state opinions and give supporting reasons. | | |
| a. Introduce the topic or book they are writing about. | | <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 |
| b. State an 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, 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 |
| c. Supply reasons that support the 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, 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 |

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| Grade Level Expectation: 1. Write pieces on a topic or book that state opinions and give supporting reasons. | | |
| d. Use linking words (for example: because, and, also) to connect opinion and reasons. | | <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 |
| e. Provide a concluding statement or section. | | <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 |
| Grade Level Expectation: 2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions. | | |
| a. Introduce a 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 |
| b. Use facts and definitions to develop points, including relevant details when writing to questions about texts. | | <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 |

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| Grade Level Expectation: 2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions. | | |
| c. Provide a concluding statement or section. | | <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 |
| d. Write letters and “how-to’s” (for example: procedures, directions, recipes) that follow a logical order and appropriate format. | <ul style="list-style-type: none"> • Books: The Pizza Book; The Piñata Book; Today I Write a Letter | <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) |
| e. Organize informational texts using main ideas and specific supporting details. | | <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 |
| f. Apply appropriate transition words to writing. | | <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. |
| g. Writers use technology to support the writing process. | <ul style="list-style-type: none"> • Word Processor | |

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| Grade Level Expectation: 3. Write real or imagined narratives that describe events in sequence and provide a sense of closure. | | |
| a. Include details to describe actions, thoughts, and feelings. | <ul style="list-style-type: none"> • 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. |
| b. Use temporal words to signal event order. | | <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. |
| c. Provide a sense of closure. | | <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. |
| d. Write simple, descriptive poems. | | <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 |
| e. Write with precise nouns, active verbs, and descriptive adjectives. | <ul style="list-style-type: none"> • Songs: Nouns; Verbs; Adjectives Describe • Nouns • Verbs • Adjectives | <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. |

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| Grade Level Expectation: 3. Write real or imagined narratives that describe events in sequence and provide a sense of closure <i>continued</i> . | | |
| f. Apply knowledge about structure and craft gained from mentor text to narrative writing. | | <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. |
| g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing). | | <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. |
| Grade Level Expectation: 4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation. | | |
| a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Use collective nouns (for example: group). | <ul style="list-style-type: none"> • Song: Strange Spelling • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns | <ul style="list-style-type: none"> • Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns. <ul style="list-style-type: none"> - Moose Are Not Meese - Plural Nouns |
| ii. Use reflexive pronouns (for example: myself, ourselves). | <ul style="list-style-type: none"> • Song: Pronouns • Pronouns | <ul style="list-style-type: none"> • Reflexive pronouns.pdf: Use reflexive pronouns. <ul style="list-style-type: none"> - Reflexive Pronouns |
| iii. Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told). | <ul style="list-style-type: none"> • Song: Irregular Verbs • Irregular Verbs | <ul style="list-style-type: none"> • Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs. <ul style="list-style-type: none"> - Writing About the Past Activity - Irregular Verbs |
| iv. Use adjectives and adverbs, and choose between them depending on what is to be modified. | <ul style="list-style-type: none"> • Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives | <ul style="list-style-type: none"> • Adjectives and 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 |

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| Grade Level Expectation: 4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation <i>continued</i> . | | |
| v. Apply accurate subject-verb agreement while writing | <ul style="list-style-type: none"> • Songs: Nouns; More Than One; Verbs; It Happened Yesterday • Nouns • Plural Nouns • Verbs • Past Tense Verbs | <ul style="list-style-type: none"> • Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> - Plural Nouns - Verbs and Nouns |
| vi. Produce, expand, and rearrange complete simple and compound sentences (for example: The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | <ul style="list-style-type: none"> • Revise: Start Sentences Differently; Add Details; Use Interesting Words | <ul style="list-style-type: none"> • Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> - Change the Sentence |
| vii. Vary sentence beginnings. | <ul style="list-style-type: none"> • Revise: Start Sentences Differently | |
| viii. Spell high-frequency words correctly | <ul style="list-style-type: none"> • Power Words • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling | |
| b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. i. Capitalize holidays, product names, and geographic names. | <ul style="list-style-type: none"> • Song: Capital Letters • Edit Capitals | <ul style="list-style-type: none"> • Capitalization.pdf: Capitalize holidays, product names, and geographic names. <ul style="list-style-type: none"> - Capitalization |
| ii. Use commas in greetings and closings of letters. | <ul style="list-style-type: none"> • Song: Comma, Comma, Comma • Edit Commas | <ul style="list-style-type: none"> • Commas.pdf: Use commas in dates and to separate single words in a series. <ul style="list-style-type: none"> - Commas |
| iii. Use an apostrophe to form contractions and frequently occurring possessives. | <ul style="list-style-type: none"> • Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns | <ul style="list-style-type: none"> • Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> - Contractions - Possessive Nouns |

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| <p>Grade Level Expectation: 4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation <i>continued</i>.</p> | | |
| <p>iv. Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil).</p> | <ul style="list-style-type: none"> • Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Words • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Editing: Check Spelling; Check Tricky Spellings | <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>v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <ul style="list-style-type: none"> • Reading Detective | <ul style="list-style-type: none"> • Consulting reference materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <ul style="list-style-type: none"> - Vocabulary Dictionary |
| <p>c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</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 • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas | |
| <p>d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor | |
| <p>Reading, Writing, and Communicating: Second Grade, Standard 4. Research Inquiry and Design</p> | | |
| <p>Grade Level Expectation: 1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.</p> | | |
| <p>a. Participate in shared research and writing projects. For example: read a number of books on a single topic to produce a report; record science observations.</p> | | <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 |

| COLORADO STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Grade Level Expectation: 1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions <i>continued.</i> | | |
| b. Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, internet web page). | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Reading Detective | |
| c. Identify a specific question and gather information for purposeful investigation and inquiry. | | <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 |
| d. Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type. | <ul style="list-style-type: none"> • Books: Sound; The Pizza Book • 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 |
| e. Use a variety of multimedia sources to answer questions of interest. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Find an Answer • Build Knowledge | |
| f. Ask primary questions of depth and breadth. | <ul style="list-style-type: none"> • Ask a Question | <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 |
| g. Recall information from experiences or gather information from provided sources to answer a question. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • 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 |

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).