

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*College and
Career Readiness
Anchor Standards
for Reading 2017*

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

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OHIO COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING 2017

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING		
Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up: Five Ws Map the Story 	<ul style="list-style-type: none"> Key Details Narrative Key Details Informational Who, What, Where, When and Why
2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.	<ul style="list-style-type: none"> Map the Story Sum Up: Five Ws Describe Characters Sum Up: Remember Order What Comes Next? 	<ul style="list-style-type: none"> Story Retelling Identify Main Topic Moral of the Story Identify the Main Topic
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> Describe Characters Compare Characters Sum Up: Remember Order Map the Story Sum Up: Five Ws Connect to Me Build Knowledge 	<ul style="list-style-type: none"> Describe the Story Connection Between Events Connecting Ideas How Are Characters Affected by Story Events Connection Between Events
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> Unknown Words Feeling and Senses Identify Meaning of Words and Phrases Rhythm Find the Meaning of a Word
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<ul style="list-style-type: none"> Reading Detective Sum Up: Five Ws Map the Story 	<ul style="list-style-type: none"> Types of Text Information vs. Story Locating Key Facts
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> Print Concepts Traditional Tales Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> Who Is Telling the Story Point of View Identify the Main Purpose of a Text

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
INTEGRATION OF KNOWLEDGE AND IDEAS		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	<ul style="list-style-type: none"> • Peek at the Story • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • Map the Story • Compare Characters 	<ul style="list-style-type: none"> • Relationship Between Picture and Story • Relating pictures and Text • Describe the Story • Finding Key information • Understanding Characters, Setting, or Plot
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Supporting Ideas With Reason • Identify Supporting Points
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<ul style="list-style-type: none"> • Books: My Super Sticky Sandwich & Lumpy Mush; Lost Socks & Play Ball; At Camp & Family Vacation 	<ul style="list-style-type: none"> • Compare and Contrast • Find the Similarity Between Two Texts • Compare and Contrast Narrative • Compare and Contrast Informational
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Informational Books • Traditional Tales • Readable Books • Read-Along Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Group Reading Activities • Reading Check • Reading with Understanding
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING		
TEXT TYPES AND PURPOSES		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing With Opinions
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing With Facts

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
TEXT TYPES AND PURPOSES <i>continued</i>		
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing Narratives
PRODUCTION AND DISTRIBUTION OF WRITING		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<ul style="list-style-type: none"> • Writing With Opinions • Writing With Facts • Writing Narratives
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas 	<ul style="list-style-type: none"> • Editing
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	<ul style="list-style-type: none"> • Word Processor Tutorial • Word Processor 	
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Collaborative Writing • Writing With Facts
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Recalling Information

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RESEARCH TO BUILD AND PRESENT KNOWLEDGE <i>continued</i>		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Informational Books • Traditional Tales • Readable Books • Read-Along Books (See titles at end of document.)	<ul style="list-style-type: none"> • Writing With Facts
RANGE OF WRITING		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		<ul style="list-style-type: none"> • Writing With Opinions • Writing With Facts • Writing Narratives • Editing • Collaborative Writing
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING		
COMPREHENSION AND COLLABORATION		
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Speaking and Listening • Conversation Building • Class Discussion • Ask Questions
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> • Build Knowledge • Sing a Rhyme Songs/Books • Informational Books • Traditional Tales • Readable Books • Read-Along Books (See titles at end of document.)	<ul style="list-style-type: none"> • Key Details
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.		<ul style="list-style-type: none"> • Clarifying information • Gathering Additional Information Through Questions

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PRESENTATION OF KNOWLEDGE AND IDEAS		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		<ul style="list-style-type: none"> • Describing Things • Use Relevant Details To Express Ideas and Feelings • Storytelling
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		<ul style="list-style-type: none"> • Expressing Ideas Through Pictures • Creating Stories
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		<ul style="list-style-type: none"> • Speaking to Express Ideas • Forming Complete Sentences
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE		
CONVENTIONS OF STANDARD ENGLISH		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • Songs: Nouns; Verbs; More Than One; Preposition Cat; What is a Sentence?; Sentence Marks; Apostrophe Pig; Pronouns; Nouns; It Happened Yesterday; Adjectives Describe; Adverbs • Letter Trace • Nouns • Verbs • Sentences • Sentence Marks • Plural Nouns • Pronouns • Past Tense Verbs • Adjectives • Irregular Plurals • Revise: Add Details; Use Interesting Word; Start Sentences Differently; Use Interesting Words 	<ul style="list-style-type: none"> • Prepositions • Capitalization • Punctuation • Nouns • Punctuation • Pronouns • Verbs • Adjectives • Conjunctions • Determiners • Simple And Compound Sentences • Commas • Irregular Plural Nouns • Reflexive Pronouns • Verbs • Adjectives And Adverbs

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CONVENTIONS OF STANDARD ENGLISH <i>continued</i>		
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> • Songs: Capital Letters; Comma, Comma, Comma • Sentence Marks; Double the Fun; Apostrophe Pig; Contraction Action; Bossy Mr. R; Vowels Side By Side; Silent Letters • Letter Trace • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas • Word Pattern • Spell and Blend • Spelling Scramble • Word Pattern Spelling • Contractions • Possessive Nouns • All-Star Spelling 	<ul style="list-style-type: none"> • Printing Upper- and Lowercase • Simple Phonetic Spelling • Learned Spelling Patterns • Spell Untaught Spelling Words • Apostrophes
KNOWLEDGE OF LANGUAGE		
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>		<ul style="list-style-type: none"> • Uses of English
VOCABULARY ACQUISITION AND USE		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<ul style="list-style-type: none"> • Song: More Than One; Large, Larger, Largest; Key Words; Let's Compare; Compound Words • Plural Nouns • Sort • Make Comparisons • Prefixes • Suffixes • Comparatives • Compound Words 	<ul style="list-style-type: none"> • Identify New Meanings for Words • Frequently Occurring Inflections and Affixes • Cluing Off Frequently Occurring Affixes • Frequently Occurring Root Words • Adding Prefixes to Known Words • Using the Root Word to Determine Meaning • Combining Known Individual Words • Using Glossaries and Dictionaries. • Sentence-level Context

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VOCABULARY ACQUISITION AND USE <i>continued</i>		
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> • Song: Verbs; Antonym Ant; Synonym Tree; Adjectives Describe • Book: Opposites; The Birds, the Beast, and the Bat • Sort • Opposites • Verbs • Adjectives • Synonyms 	<ul style="list-style-type: none"> • Defining Words • Identify Real-Life Connections • Distinguish Meaning Among Verbs • Closely Related Verbs
<p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</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

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS FOR FOUNDATIONAL SKILLS		
1. Print Concepts	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Letters Introduction • Letter Match • Letter Checker • Letter Pictures • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Following Words • Recognizing Written Words • Understanding Spaces In Print • Upper and Lower Case Letters • Sentence Features
2. Phonological Awareness	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me • One Doesn't Rhyme • Syllable • Syllable Safari • Blend Spoken Syllables • Blend Onset/Rime Sounds • Blending Riddles • Segment Onset/Rime • Initial Sounds • Final Sound • Where Is the Sound? • Blend Every Sound (Phonemes) • Blend Phonemes Instruction • Phoneme Segmentation • Phoneme Substitution • Identify Short and Long Vowel Sounds 	<ul style="list-style-type: none"> • Rhyming Words • Segmenting Syllables • Single Syllable Letter Patterns • Segmenting Words • Form Words by Blending Sounds • Segmenting Words • Segmenting Words Into Phonemes

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS FOR FOUNDATIONAL SKILLS <i>continued</i>		
3. Phonics and Word Recognition	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald Has Some Vowels; Blends: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; T-H Has Two Sounds; Charley Chick; Where is a Whale?; Eensy, Weensy Mouse; Sneaky Magic E; Vowels Side by Sid; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED • Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Blend Decodable Words • Word Pattern • Spell and Blend • Decode __ Syllable Words (CVC; Open; Open & Closed; Consonant+le; Multisyllabic) • Build __ Syllable Words (CVC; Consonant+le; Vowel Team) • Decode Using the Six Syllable Types • Spell Using the Six Syllable Types • Identify Variant Vowel Words • Prefixes • Suffixes • Comparatives • Spelling Scramble 	<ul style="list-style-type: none"> • Major Vowels • Spelling-Sound Correspondences • Single Syllable Letter Patterns • Long Vowel Words Ending In E • Relationship of Vowel to Syllable • Two-Syllable Letter Patterns • Inflectional Endings • Irregularly Spelled Words • Long vs. Short Vowel Sounds • Spelling-sound Correspondences • Two Syllable Letter Patterns • Inconsistent Words • Irregularly Spelled Words
4. Fluency	<ul style="list-style-type: none"> • Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Fluency Speed 	<ul style="list-style-type: none"> • Reading Check • Fluency Check

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).