

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*Renaissance®
Focus Skills™:
Florida Literacy*

**Correlation content includes a sampling of both Waterford Digital and Teacher Resources.*

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FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
Foundational Skills: Print Concepts		
Know words are sequences of letters with meaning FL.ELA.K.F.1.1.G Understand that words are specific sequences of letters that carry meaning	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Recognizing Written Words
Know letters symbolize spoken sounds FL.ELA.K.F.1.1.C Understand that letters in print symbolize spoken sounds in words (e.g., students find the letter that starts their name in environmental print and identify the sound it makes)	<ul style="list-style-type: none"> • Sound Song • Letters Make Words • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound 	<ul style="list-style-type: none"> • Recognizing Written Words
Track printed words FL.ELA.K.F.1.1.A Track printed words from left to right and top to bottom on a page	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Follow Words
Track printed words FL.ELA.K.F.1.1.E Track printed words from left to right and top to bottom on a page	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> • Follow Words
Name letters of alphabet automatically FL.ELA.K.F.1.1.F Name, rapidly and automatically, the letters of the alphabet	<ul style="list-style-type: none"> • ABC Songs • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Upper and Lowercase Letters

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Foundational Skills: Print Concepts <i>continued</i>		
<p>Note differences of upper- and lowercase letters FL.ELA.K.F.1.1.F Distinguish between the shapes of upper- and lowercase letters (e.g., pick the letter that is different in S, S, C; pick the letter that is different in E, f, f)</p>	<ul style="list-style-type: none"> • Letter Checker • Fast Letter Fun • Find the Letter • Name That Letter • Letter Match 	<ul style="list-style-type: none"> • Upper and Lowercase Letters
<p>Recognize upper- and lowercase letters FL.ELA.K.F.1.1.F Name all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., pick another way to write the letter G from q, g, j)</p>	<ul style="list-style-type: none"> • ABC Songs • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Upper and Lowercase Letters
<p>Recognize the sounds of lower / uppercase letters FL.ELA.K.F.1.1.F Recognize the sounds of letters in lower- and uppercase form</p>	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound 	
<p>Explain with aid how images relate to the story FL.ELA.K.F.1.1.G With prompting and support, describe how illustrations relate to the story in which they appear</p>	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues • Peek at the Story 	<ul style="list-style-type: none"> • Relating Pictures and Text
Foundational Skills: Phonological Awareness		
<p>Say initial or final phonemes in CVC words FL.ELA.K.F.1.2.D Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in hat, the final sound in cup)</p>	<ul style="list-style-type: none"> • Where is the Sound? • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound 	<ul style="list-style-type: none"> • Segmenting words



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Foundational Skills: Phonological Awareness <i>continued</i>		
Count syllables in multisyllable words FL.ELA.K.F.1.2.A Count syllables in multisyllabic words (e.g., count the three syllables in potato)	<ul style="list-style-type: none"> Syllables Syllable Safari 	<ul style="list-style-type: none"> Segmenting Syllables
Identify onsets and rimes in 1-syllable words FL.ELA.K.F.1.2.C Identify and blend onsets and rimes in single-syllable words (e.g., identify the sounds /m/ /an/ in man and blend the sounds /m/ /an/ to produce man)	<ul style="list-style-type: none"> Blend Onset/Rime Instruction Segment Onset/Rime Blending Riddles: Onset/Rime 	<ul style="list-style-type: none"> Single Syllable Letter Patterns
Blend, count, and segment syllables in words FL.ELA.K.F.1.2.A Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that /spi-/der/ makes the word spider)	<ul style="list-style-type: none"> Syllables Syllable Safari Blend Spoken Syllables 	<ul style="list-style-type: none"> Segmenting Syllables
Blend phonemes to produce words / count sounds FL.ELA.K.F.1.2.F Blend phonemes orally to produce words (e.g., blend the sounds /b/ /u/ /g/ to produce bug) and segment and count the sounds in words	<ul style="list-style-type: none"> Blend Phonemes Blend Every Sound Blending Riddles Phoneme Segmentation 	<ul style="list-style-type: none"> Single Syllable Letter Patterns
Isolate short vowel sounds in 1-syllable words FL.ELA.K.F.1.2.D Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that hat has a different middle vowel sound than hit)	<ul style="list-style-type: none"> Identify Short and Long Vowel Sounds Phoneme Substitution 	<ul style="list-style-type: none"> Segmenting Words

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Fluency <i>continued</i>		
<p>Say long vowel sounds in 1-syllable words FL.ELA.K.F.1.2.D Isolate and say long vowel sounds in single-syllable words in spoken language</p>	<ul style="list-style-type: none"> Identify Short and Long Vowel Sounds Phoneme Substitution 	<ul style="list-style-type: none"> Segmenting Words
<p>Change initial / final phonemes to make new words FL.ELA.K.F.1.2.E Add or substitute initial or final phonemes in order to produce new one-syllable words in spoken language (e.g., change the /k/ in cat to /h/ to make hat; change the /g/ in bug to /s/ to make bus)</p>	<ul style="list-style-type: none"> Phoneme Substitution One, Two, Three Sounds 	
<p>Read high-frequency words by sight FL.ELA.K.F.1.4 Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight</p>	<ul style="list-style-type: none"> Power Word Read with Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.) 	
<p>Begin to engage with books independently FL.ELA.K.F.1.4 Begin to read and engage with books independently as well as in groups</p>	<ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.) 	

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis		
Produce the most common sounds of consonants FL.ELA.K.F.1.3.A Understand that consonants make different sounds and be able to produce the most common ones (e.g., c as /k/ and /s/) when combined with the different vowels)	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Name That Letter Sound 	
Identify / match short vowel sounds with letters FL.ELA.K.F.1.3.B Identify and match the short vowel sounds with the letters that represent them	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Letter Sound Songs • Letter Sound • Letter Sound Screening 	<ul style="list-style-type: none"> • Major Vowels
Distinguish short vowel sounds to decode words FL.ELA.K.F.1.3.B Decode regularly spelled single-syllable words by distinguishing between short vowel sounds	<ul style="list-style-type: none"> • Vowel Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Letter Sound Songs • Letter Sound • Blend Decodable Words 	<ul style="list-style-type: none"> • Major Vowels
Decode single-syllable CVC words FL.ELA.K.F.1.3.C Decode single-syllable (CVC) words (e.g., cat, get, mom)	<ul style="list-style-type: none"> • Word Pattern • Key Word Screening • Spell and Blend • Word Blending 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns
Note letters that represent long vowel sounds FL.ELA.K.F.1.3.B Identify the letters that most commonly represent long vowel sounds (e.g., a_e, i_e, o_e, u_e)	<ul style="list-style-type: none"> • Song: Sneaky Magic E • Word Pattern • Key Word Screening • Spell and Blend • Word Blending 	<ul style="list-style-type: none"> • Major Vowels

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
<p>Match letters for final consonant sounds FL.ELA.K.F.1.3.A Identify and match letters for final consonant sounds in single-syllable words (e.g., pick the letter for the last sound in fan by reading from choices: f, v, and n)</p>	<ul style="list-style-type: none"> • Spelling Scramble • Spell and Blend • Build CVC Words 	<ul style="list-style-type: none"> • Word Mapping
Reading: Reading Prose and Poetry		
<p>Ask / answer with aid questions about key details FL.ELA.K.R.1.1 With prompting and support, ask and answer questions about a story's key details (e.g., what is the cow doing in Goodnight Moon?)</p>	<ul style="list-style-type: none"> • Describe Characters • Find an Answer, • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Identify Story Elements <p>Book Extension Activities:</p> <ul style="list-style-type: none"> • Mine • Seeing Fingers
<p>Identify major events in a story with support FL.ELA.K.R.1.1 With prompting and support, identify and retell major events including beginning, middle, and end of a story</p>	<ul style="list-style-type: none"> • What Comes Next? • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Retelling <p>Book Extension Activity:</p> <ul style="list-style-type: none"> • My Super Sticky Sandwich
Reading: Reading Informational Text		
<p>Use strategies with aid to understand text FL.ELA.K.R.2.1 With assistance, confirm or correct understanding of a text by using illustrations and other strategies (e.g., looking back, checking for clues)</p>	<ul style="list-style-type: none"> • Print Concepts • Peek at the Story 	
<p>Retell key details of text with support FL.ELA.K.R.2.2 With prompting and support, retell key details of an informational text</p>	<ul style="list-style-type: none"> • Sum Up: Five W's • Sum Up: Remember Order • What Comes Next? • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify Main Topic <p>Book Extension Activity:</p> <ul style="list-style-type: none"> • Mine

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Reading: Reading Across Genres		
Retell key details of text with support FL.ELA.K.R.3.2.B With prompting and support, retell key details of an informational text	<ul style="list-style-type: none"> • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Retelling Book Extension Activity: <ul style="list-style-type: none"> • My Super Sticky Sandwich
Identify senses to which descriptions appeal FL.ELA.K.R.3.1 Identify the senses to which specific words or descriptions appeal	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Adverbs 	
Identify major events in a story with support FL.ELA.K.R.3.2.A With prompting and support, identify and retell major events including beginning, middle, and end of a story	<ul style="list-style-type: none"> • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Story Retelling Book Extension Activity: <ul style="list-style-type: none"> • My Super Sticky Sandwich
Retell stories including key events and details FL.ELA.K.R.3.2.A Retell familiar stories with prompting and support including key events and details	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five W's • Sum Up: Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Story Retelling Book Extension Activity: <ul style="list-style-type: none"> • My Super Sticky Sandwich
Vocabulary: Finding Meaning		
Use acquired vocabulary FL.ELA.K.V.1.1 Use vocabulary acquired from listening, conversing, reading, and responding to texts	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
Apply context clues to recognize vocabulary FL.ELA.K.V.1.1 Apply foundational skills to recognize vocabulary in context (e.g., use context clues such as illustrations, sounding out)	<ul style="list-style-type: none"> • Rusty and Rosy's Clues 	<ul style="list-style-type: none"> • Word Recognition

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary: Finding Meaning <i>continued</i>		
Ask / answer questions to clarify word meaning FL.ELA.K.V.1.2 Ask and answer questions to clarify the meanings of words when listening to literary texts, and apply foundational skills and strategies when encountering new vocabulary (e.g., use context clues, apply decoding strategies)	<ul style="list-style-type: none"> Rusty and Rosy's Clues 	<ul style="list-style-type: none"> Word Recognition
Apply a variety of skills to clarify new words FL.ELA.K.V.1.2 Ask and answer questions to clarify the meanings of words when listening to informational texts, and apply foundational skills and strategies when encountering new vocabulary (e.g., use context clues, apply decoding strategies)	<ul style="list-style-type: none"> Rusty and Rosy's Clues 	<ul style="list-style-type: none"> Word Recognition
GRADE 1		
Foundational Skills: Print Concepts		
Use parts of a book to find information FL.ELA.1.F.1.1 Identify and use the parts of a book (e.g., covers, title page, table of contents, chapters, illustrations) to find information	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Locating Key Facts

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Foundational Skills: Phonological Awareness		
Blend phonemes to pronounce 1-syllable words FL.ELA.1.F.1.2.B Blend phonemes, including consonant blends, to pronounce single-syllable words (e.g., blend the sounds /s/ /e/ /d/ to produce sled)	<ul style="list-style-type: none"> Blend Phonemes Blend Onset/Rime Sounds Blend Every Sound (Phonemes) Blending Riddles Find the Picture 	<ul style="list-style-type: none"> Form Words by Blending Sounds
Blend phonemes to pronounce 1-syllable words FL.ELA.1.F.1.2.C Blend phonemes, including consonant blends, to pronounce single-syllable words (e.g., blend the sounds /s/ /e/ /d/ to produce sled)	<ul style="list-style-type: none"> Blend Phonemes Blend Onset/Rime Sounds Blend Every Sound (Phonemes) Blending Riddles Find the Picture 	<ul style="list-style-type: none"> Form Words by Blending Sounds
Segment 1-syllable spoken words into phonemes FL.ELA.1.F.1.2.A Segment single-syllable words into their component phonemes, including consonant blends, in sequence (e.g., segment glad into the sounds /g/ /l/ /a/ /d/)	<ul style="list-style-type: none"> Phoneme Segmentation 	<ul style="list-style-type: none"> Segmenting Words
Segment 1-syllable spoken words into phonemes FL.ELA.1.F.1.2.D Segment single-syllable words into their component phonemes, including consonant blends, in sequence (e.g., segment glad into the sounds /g/ /l/ /a/ /d/)	<ul style="list-style-type: none"> Phoneme Segmentation 	<ul style="list-style-type: none"> Segmenting Words into Phonemes

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonological Awareness <i>continued</i>		
Isolate and pronounce sounds in 1-syllable words FL.ELA.1.F.1.2.A Isolate and then pronounce the initial, medial, or final sound in single-syllable words including those with long vowels and consonant blends (e.g., what is the middle sound in goat?)	<ul style="list-style-type: none"> • Where Is the Sound? • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Phoneme Segmentation • Blend Phonemes • Blend Decodable Words • Blending • Blend Every Sound (Phonemes) • Find the Picture 	<ul style="list-style-type: none"> • Segmenting Words
Isolate and pronounce sounds in 1-syllable words FL.ELA.1.F.1.2.B Isolate and then pronounce the initial, medial, or final sound in single-syllable words including those with long vowels and consonant blends (e.g., what is the middle sound in goat?)	<ul style="list-style-type: none"> • Where Is the Sound? • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Phoneme Segmentation • Blend Phonemes • Blending • Blend Every Sound 	<ul style="list-style-type: none"> • Segmenting Words
Foundational Skills: Fluency		
Read grade-level sight words automatically FL.ELA.1.F.1.4.A Read grade-level sight words automatically (e.g., again, could, every)	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) • Expression Instruction • Power Word 	<ul style="list-style-type: none"> • Reading Check

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Fluency <i>continued</i>		
<p>Read independently for a sustained period FL.ELA.1.F.1.4 Read independently with comprehension in first-grade-appropriate texts for a sustained period of time, and participate in whole- and small-group guided reading</p>	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading Check
<p>Read aloud first-grade text fluently FL.ELA.1.F.1.4 Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet first-grade benchmarks</p>	<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
<p>Read aloud with appropriate expression FL.ELA.1.F.1.4 Read on-level texts aloud with appropriate expression (e.g., moving from word-by-word reading to fewer pauses between words and pausing between sentences)</p>	<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
Foundational Skills: Phonics and Word Analysis		
<p>Isolate and identify initial consonant blends FL.ELA.1.F.1.3.C Isolate, identify, and distinguish initial consonant blends to decode regularly spelled words (e.g., pick the word that starts with /b/ from choices block, brew, book)</p>	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together • Spell and Blend • Word Pattern • Key Word • Word Blending 	<ul style="list-style-type: none"> • Form Words by Blending Sounds

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
Match spellings / sounds for consonant digraphs FL.ELA.1.F.1.3.A Recognize and identify the spelling-sound correspondences for common consonant digraphs in words (e.g., pick the word that has /sh/ from choices saw, wash, have)	<ul style="list-style-type: none"> • Songs: 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? • Blend Phonemes • Spell and Blend • Word Pattern • Key Word • Word Blending 	<ul style="list-style-type: none"> • Spelling-sound Correspondences
Identify rimes using sound-symbol correspondence FL.ELA.1.F.1.3.C Use sound-symbol correspondence to identify rimes	<ul style="list-style-type: none"> • Blending Dragon • Blend Onset/Rime Instruction 	<ul style="list-style-type: none"> • Spelling-sound Correspondences
Identify spellings of medial vowel CVCe phonemes FL.ELA.1.F.1.3.F Identify common spellings of medial long vowel CVCe phonemes in spoken words (e.g., plane has the same middle vowel sound as make)	<ul style="list-style-type: none"> • Song: Sneaky Magic E • Word Mastery • Key Word • Pattern Hunt • Word Pattern • Word Blending • Spell and Blend 	<ul style="list-style-type: none"> • Long Vowel Words Ending in E
Decode 1-syllable words using short vowel sounds FL.ELA.1.F.1.3.C Decode regularly spelled single-syllable grade-level words by identifying short vowel sounds (e.g., read the words cup, nap, and man; cup has the same middle vowel sound as run)	<ul style="list-style-type: none"> • Word Mastery • Key Word • Pattern Hunt • Word Pattern • Word Blending • Spell and Blend • Blend Decodable Words 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
Decode regularly spelled grade-appropriate words FL.ELA.1.F.1.3.C Decode regularly spelled grade-appropriate words (e.g., pick the word last from last, list, lost)	<ul style="list-style-type: none"> • Word Mastery • Key Word • Pattern Hunt • Word Pattern • Word Blending • Spell and Blend • Blend Decodable Words 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns
Identify the CVCe pattern in a word FL.ELA.1.F.1.3.F Decode words by identifying the correctly spelled CVCe pattern in a word from a spoken sentence (e.g., read the words drive, drove, and dove and recognize that drove is the correct spelling of the word)	<ul style="list-style-type: none"> • Songs: Sneaky Magic E • Word Mastery • Key Word • Pattern Hunt • Word Pattern • Word Blending • Spell and Blend 	<ul style="list-style-type: none"> • Long Vowel Words Ending in E
Identify long vowel sounds to decode words FL.ELA.1.F.1.3.F Identify long vowel sounds using common vowel team spellings in order to decode single-syllable words (e.g., pick the word with the same middle vowel sound as meat from feel, bed, and let)	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Word Mastery • Key Word • Pattern Hunt • Word Pattern • Word Blending • Spell and Blend 	<ul style="list-style-type: none"> • Spelling-sound Correspondences
Decode words by chunking into syllables FL.ELA.1.F.1.3.E Decode words with blends and digraphs by chunking them into syllables	<ul style="list-style-type: none"> • Decode __ Syllable Words (Open; Open & Closed; Consonant+le; Vowel Team; Split Vowels; Multisyllabic) • Decode Using the Six Syllable Types 	<ul style="list-style-type: none"> • Two-Syllable Letter Patterns



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FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
Decode grade-appropriate 2-syllable compounds FL.ELA.1.F.1.3.E Decode grade-appropriate two-syllable compounds (e.g., bedtime)	<ul style="list-style-type: none"> Song: Compound Words Identify Compound Words 	<ul style="list-style-type: none"> Two-Syllable Letter Patterns
Read familiar base words with common inflections FL.ELA.1.F.1.3.D Identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es) to read grade-appropriate words	<ul style="list-style-type: none"> Songs: More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED Suffixes Comparatives 	<ul style="list-style-type: none"> Inflectional Endings
Reading: Reading Prose and Poetry		
Answer simple questions about key details FL.ELA.1.R.1.1 Ask and answer simple questions about a story's key details (e.g., who, what, where, when, why, and how questions)	<ul style="list-style-type: none"> Describe Characters Compare Characters Sum Up: Remember Order Sum Up: Five Ws Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Describe the Story Book Extension Activity: Mr. Lucky Straw The Little Red Hen The Gingerbread Man Anansi and the Seven Yam Hills
Understand how various reading materials differ FL.ELA.1.R.1.1 Understand the general differences among various print and digital materials (e.g., storybooks, fairy tales, informational books, newspapers, websites)	<ul style="list-style-type: none"> Traditional Tales Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Information vs. Story
Describe key events in a story using key details FL.ELA.1.R.1.1 Describe major events in a story using key details from the text	<ul style="list-style-type: none"> Describe Characters Compare Characters Sum Up: Remember Order Sum Up: Five Ws Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Describe the Story Book Extension Activity: Mr. Lucky Straw The Little Red Hen The Gingerbread Man Anansi and the Seven Yam Hills

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Informational Text		
Ask and answer 5W questions in text FL.ELA.1.R.2.2 Ask and answer simple questions about key details in an informational text (e.g., who, what, where, when, why, and how questions)	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Sum Up: Five Ws 	<ul style="list-style-type: none"> Who, What, Where, When, and Why
Use pictures and words to comprehend key details FL.ELA.1.R.2.1 Use information from the illustrations and words in an informational text to comprehend its key details	<ul style="list-style-type: none"> Reading Detective Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Pulling Information from a Picture Or Text Book Extension Activity: <ul style="list-style-type: none"> Animal Bodies
Use pictures and words to comprehend key details FL.ELA.1.R.2.3 Use information from the illustrations and words in an informational text to comprehend its key details	<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 Book Extension Activity: <ul style="list-style-type: none"> Animal Bodies
Use parts of a book to find information FL.ELA.1.R.2.1 Identify and use the parts of a book (e.g., covers, title page, table of contents, chapters, illustrations) to find information	<ul style="list-style-type: none"> Reading Detective Informational Books, (See titles at end of document.) 	<ul style="list-style-type: none"> Locating Key Facts Book Extension Activity: <ul style="list-style-type: none"> Animal Bodies
Reading: Reading Across Genres		
Identify sensory words / phrases in literary text FL.ELA.1.R.3.1 Identify words or phrases in literary texts that appeal to the senses or suggest feelings	<ul style="list-style-type: none"> Songs: Adjectives Describe; Preposition Cat; Adverbs Adjectives Adverbs 	<ul style="list-style-type: none"> Feeling and Senses



RENAISSANCE® FOCUS SKILLS™: FLORIDA LITERACY

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary: Finding Meaning		
<p>Read familiar base words with common inflections FL.ELA.1.V.1.2 Identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es) to read grade-appropriate words</p>	<ul style="list-style-type: none"> • Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End; Large, Larger, Largest; It Happened Yesterday • Double the Fun • Prefixes • Suffixes 	<ul style="list-style-type: none"> • Frequently Occurring Root Words
<p>Use strategies to verify word meaning in context FL.ELA.1.V.1.3 With assistance, confirm or correct understanding of a word in context through the use of illustrations, phonics (e.g., sounding out words, especially initial and final letters), and by applying repair strategies (e.g., slowing reading pace and/or asking questions)</p>	<ul style="list-style-type: none"> • Rusty and Rosy's Clues • Reading Detective • Build Knowledge 	
<p>Use acquired vocabulary including conjunctions FL.ELA.1.V.1.1 Use vocabulary acquired from listening, conversing, reading, and responding to texts including high-frequency conjunctions to indicate simple relationships (e.g., because to show causal relationships; but to show contrast)</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	<ul style="list-style-type: none"> • Using Words
<p>Use knowledge of word parts to define words FL.ELA.1.V.1.2 Use knowledge of frequently occurring affixes (e.g., un-, re-), base words, and their inflectional forms (e.g., look + -ing) as clues to the meanings of words (e.g., unhappy, looking)</p>	<ul style="list-style-type: none"> • Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Large, Larger, Largest; It Happened Yesterday • Double the Fun • Prefixes • Suffixes 	<ul style="list-style-type: none"> • Frequently Occurring Root Words

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary: Finding Meaning <i>continued</i>		
Engage strategies to clarify word meaning FL.ELA.1.V.1.3 Use sentence-level context clues, illustrations, and foundational skills to determine or clarify the meanings of unfamiliar words in grade-appropriate texts	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues • Reading Detective • Build Knowledge 	
Name antonyms for common grade-appropriate words FL.ELA.1.V.1.1 Name antonyms for grade-appropriate, frequently used words (e.g., before/after) in isolation or in context	<ul style="list-style-type: none"> • Song: Antonym Ant • Antonyms • Opposites 	<ul style="list-style-type: none"> • Antonyms for Verbs and Adjectives
GRADE 2		
Foundational Skills: Fluency		
Read regularly and independently FL.ELA.2.F.1.4 Read regularly and independently in second-grade-appropriate texts for sustained periods of time, increasing speed, stamina, and comprehension	<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
Read aloud second-grade text fluently FL.ELA.2.F.1.4 Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet second-grade benchmarks	<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



RENAISSANCE® FOCUS SKILLS™: FLORIDA LITERACY

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Fluency <i>continued</i>		
<p>Read with increasing fluency and expression FL.ELA.2.F.1.4 Read on-level texts aloud with increasing smoothness and appropriate expression (e.g., using different voices for different characters)</p>	<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
Foundational Skills: Phonics and Word Analysis		
<p>Identify vowel teams pronounced multiple ways FL.ELA.2.F.1.3.A Use knowledge of multiple pronunciations of vowel team spelling patterns to decode associated words (e.g., read, bread; hear, learn; pie, piece)</p>	<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"> • Spelling-sound Correspondences
<p>Decode words with long vowel digraphs FL.ELA.2.F.1.3.B Decode words with long vowel digraphs (e.g., pick the word need: nede, nead, need) and isolate the spelling pattern used (e.g., pick the vowel team that spells the long a sound in tail: ae, ai, au)</p>	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Word Recognition • Pattern Hunt • Key Word • Spell and Blend • Word Pattern • Word Blending 	<ul style="list-style-type: none"> • Spelling-sound Correspondences
<p>Decode grade-appropriate words with diphthongs FL.ELA.2.F.1.3.A Decode grade-appropriate words with diphthongs (e.g., read the words prize, poor, and point and recognize that point has the /oi/ sound)</p>	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Word Recognition • Pattern Hunt • Key Word • Spell and Blend • Word Pattern • Word Blending • Identify Variant Vowel Words • Build Vowel Team Syllable Words 	<ul style="list-style-type: none"> • Spelling-sound Correspondences



RENAISSANCE® FOCUS SKILLS™: FLORIDA LITERACY

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
<p>Decode words with diphthongs FL.ELA.2.F.1.3.A Decode words with diphthongs and isolate the spelling patterns used (e.g., read the words brown, broun, and brawn, and understand that brown is the correct spelling)</p>	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Word Recognition • Pattern Hunt • Key Word • Spell and Blend • Word Pattern • Word Blending • Identify Variant Vowel Words • Build ___ Syllable Words (Vowel Team; r-Controlled) • Identify r-Controlled Vowel Words 	<ul style="list-style-type: none"> • Spelling-sound Correspondences
<p>Decode words with variant vowel teams FL.ELA.2.F.1.3.A Identify spelling patterns for variant vowel teams and decode words (e.g., pick the word with the /ü/ sound [as /oo/ in smooth] from choices luck, food, rope)</p>	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Word Recognition • Pattern Hunt • Key Word • Spell and Blend • Word Pattern • Word Blending • Identify Variant Vowel Words • Build Vowel Team Syllable Words 	<ul style="list-style-type: none"> • Spelling-sound Correspondences
<p>Read and spell words with inconsistent patterns FL.ELA.2.F.1.3.E Decode, read, and spell words with inconsistent but common spelling patterns (e.g., ph, wr, kn, gh, igh, ight, eigh, ough, ought)</p>	<ul style="list-style-type: none"> • Songs: P-H and G-H Say Fff; Silent Letters (K and G); Silent Letters (G-H); Silent Letters (W); Where Is a Whale? • Spelling Scramble Intro 	<ul style="list-style-type: none"> • Inconsistent Words

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills: Phonics and Word Analysis <i>continued</i>		
Decode multisyllable grade-level words FL.ELA.2.F.1.3.B Use knowledge of regularly spelled syllable patterns to decode multisyllable grade-level words (e.g., read a word such as even by picking the correct syllable breaks)	<ul style="list-style-type: none"> • Decode ___ Syllable Words (CVC; Open; Open & Closed; Consonant+le; Multisyllabic) 	<ul style="list-style-type: none"> • Two-syllable Letter Patterns
Decode words with common affixes / base words FL.ELA.2.F.1.3.D Decode words with common affixes (e.g., un-, re-, over-, -er, -est) and familiar base words	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare • Prefixes • Suffixes • Comparatives 	<ul style="list-style-type: none"> • Prefix and Suffix
Reading: Reading Prose and Poetry		
Use key details to describe characters FL.ELA.2.R.1.1 Describe major and minor characters and their traits using key details	<ul style="list-style-type: none"> • Read-Along Books • (See titles at end of document.) • Compare Characters • Map the Story 	<ul style="list-style-type: none"> • Understanding Characters, Setting, or Plot Book Extension Activity: • Violeta
Describe overall structure of a story FL.ELA.2.R.1.1 Describe the overall structure of a story including what is introduced in the beginning and what is resolved at the end	<ul style="list-style-type: none"> • Read-Along Books • (See titles at end of document.) • Compare Characters • Map the Story 	<ul style="list-style-type: none"> • Understanding Characters, Setting, or Plot Book Extension Activity: • Violeta
Describe how characters respond to events FL.ELA.2.R.1.1 Describe how characters respond to major events and challenges (e.g., how does the character solve the problem?)	<ul style="list-style-type: none"> • Books: Why Wind and Water Fight; Three Billy Goats Gruff • Describe Characters • Compare Characters • Sum Up: Remember Order • Map the Story • Peek at the Story • Check My Guess 	<ul style="list-style-type: none"> • Understanding Characters, Setting, or Plot Book Extension Activity: • Violeta

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Prose and Poetry <i>continued</i>		
Determine central message / moral of stories FL.ELA.2.R.1.2 Determine the central message or moral of poems and stories such as fables or folktales from diverse cultures, and connect themes to life experiences	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Moral of the Story
Identify and describe effect of patterns in texts FL.ELA.2.R.1.4 Identify patterns of rhythm, rhyme, repetition, and alliteration in stories, poems, or songs, and describe their effect on the reader	<ul style="list-style-type: none"> • Books: Poetry Books 1 and 2; Bad News Shoes; Ooey, Goopy Mud; Movin' to the Music Time; Bandage Bandit; Rocks In My Socks 	
Reading: Reading Informational Text		
Ask / answer 5W questions in informational text FL.ELA.2.R.2.2 Ask and answer who, what, where, when, why, and how questions about key details in an informational text	<ul style="list-style-type: none"> • Sum Up: Five W's • Map the Story • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why
Identify what key details explain in text FL.ELA.2.R.2.2 Locate key details in an informational text and determine what they describe or explain	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the Main Topic Book Extension Activity: • Good Trouble
Identify topic / subtopics of text / paragraphs FL.ELA.2.R.2.2 Identify the topic of an informational text as a whole and identify the subtopics of paragraphs	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the Main Topic Book Extension Activity: • Good Trouble

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Informational Text <i>continued</i>		
Use text features to locate information FL.ELA.2.R.2.1 Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information efficiently		<ul style="list-style-type: none"> • Locating Key Facts
Identify the author’s description or response FL.ELA.2.R.2.3 Identify what the author wants to describe or explain, or what question the author is answering in an informational text	<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
Describe how author supports points made in text FL.ELA.2.R.2.4 Describe how the reasons an author gives support the 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
Reading: Reading Across Genres		
Identify what key details explain in text FL.ELA.2.R.3.2.B Locate key details in an informational text and determine what they describe or explain	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the Main Topic <p>Book Extension Activity:</p> <ul style="list-style-type: none"> • Good Trouble

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Across Genres <i>continued</i>		
Identify the use / meaning of figurative language FL.ELA.2.R.3.1 Identify the use, and meaning, of figurative language in prose and poetry (e.g. ‘as fast as lightning’)	<ul style="list-style-type: none"> • Books: Bad News Shoes; I Hate Peas; Movin’ to the Music • Expression: Phrases • Adverbs • Adjectives 	<ul style="list-style-type: none"> • Feeling and Senses
Identify and describe effect of patterns in texts FL.ELA.2.R.3.1 Identify patterns of rhythm, rhyme, repetition, and alliteration in stories, poems, or songs, and describe their effect on the reader	<ul style="list-style-type: none"> • Books: Bad News Shoes; I Hate Peas; Movin’ to the Music; Rocks In My Socks • Expression: Phrases 	<ul style="list-style-type: none"> • Rhythm • Book Extension Activity: • Poetry Book 1: Annie Can Whistle and Other Poems
Identify topic / subtopics of text / paragraphs FL.ELA.2.R.3.2.B Identify the topic of an informational text as a whole and identify the subtopics of paragraphs	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the Main Topic • Moral of the Story • Book Extension Activity: • Good Trouble
Compare different versions of similar stories FL.ELA.2.R.3.3 Compare and contrast two or more versions of the same or similar stories such as those by different authors or from different cultures (e.g., describe the similarities and differences between the French story “The Sleeping Beauty” by Charles Perrault and the German story “Little Briar Rose” by the Brothers Grimm)	<ul style="list-style-type: none"> • Compare Characters • Read-Along Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Compare and Contrast Informational • Compare and Contrast Narrative

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reading: Reading Across Genres <i>continued</i>		
<p>Compare key points made in texts on same topic FL.ELA.2.R.3.3 Compare and contrast the most important points presented in informational texts on the same topic</p>	<ul style="list-style-type: none"> Books: Louis Braille and Seeing Fingers 	<ul style="list-style-type: none"> Compare and Contrast Informational Compare and Contrast Narrative
Vocabulary: Finding Meaning		
<p>Decode words with common affixes / base words FL.ELA.2.V.1.2 Decode words with common affixes (e.g., un-, re-, over-, -er, -est) and familiar base 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"> Using the Root Word to Determine Meaning
<p>Use acquired vocabulary including descriptives FL.ELA.2.V.1.1 Use vocabulary acquired from listening, conversing, reading, and responding to texts including descriptive adjectives and adverbs (e.g., beautiful, quickly, slowly)</p>	<ul style="list-style-type: none"> Songs: Adjectives Describe; Adverbs Adjectives Adverbs 	
<p>Use root words to decode / predict word meaning FL.ELA.2.V.1.2 Use knowledge of grade-appropriate roots to decode and predict the meanings of unfamiliar words (e.g., dinner, dine, diner)</p>	<ul style="list-style-type: none"> Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words Comparatives Prefixes Suffixes 	<ul style="list-style-type: none"> Using the Root Word to Determine Meaning

FOCUS SKILLS™	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary: Finding Meaning <i>continued</i>		
<p>Use text features to confirm words in context FL.ELA.2.V.1.3 Confirm or correct understanding of a word in context through the use of various text features (e.g., illustrations, bold print, glossaries), phonics (e.g., sounding out words, especially initial and final letters), and by applying repair strategies (e.g., slowing reading pace and/or rereading aloud)</p>	<ul style="list-style-type: none"> • Song: Synonym Tree • Rusty and Rosy’s Clues • Build Knowledge • Reading Detective • Synonyms 	<ul style="list-style-type: none"> • Using Glossaries and Dictionaries • Identify Real-life Connections • Closely Related Verbs • Using the Root Word to Determine Meaning • Adding Prefixes to Known Words
<p>Determine meaning of homophones / homographs FL.ELA.2.V.1.3 Identify and use homophones (e.g., know/no, hear/here) and homographs/ multiple-meaning words (e.g., point, safe) and determine their meanings in grade-appropriate texts using sentence context or prior knowledge of spellings</p>	<ul style="list-style-type: none"> • Songs: Homophone Monkey; There, Their, They’re; To, Too, Two • Homophones • Edit Tricky Spellings 	

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

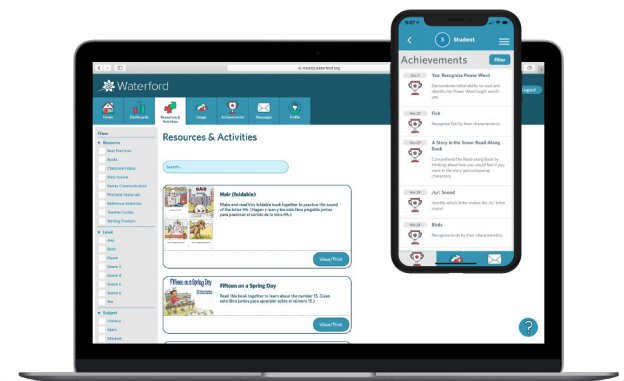
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).