

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*Florida's B.E.S.T.
Standards:
English
Language Arts
2020*

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

TABLE OF CONTENTS

KINDERGARTEN	1
Foundational Skills	1
Reading	3
Communication	5
Vocabulary	6
FIRST GRADE	7
Foundational Skills	7
Reading	9
Communication	11
Vocabulary	13
SECOND GRADE	13
Foundational Skills	13
Reading	14
Communication	16
Vocabulary	18
WATERFORD BOOKS AND RELATED ACTIVITIES	19
WATERFORD FAMILY ENGAGEMENT RESOURCES	21

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
FOUNDATIONAL SKILLS		
ELA.K.F.1 Learning and Applying Foundational Reading Skills		
Print Concepts: ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print. a. Locate a printed word on a page.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Print Concepts 	
b. Distinguish letters from words within sentences.	<ul style="list-style-type: none"> • Letters Make Words • Print Concepts 	
c. Match print to speech to demonstrate that language is represented by print.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Recognizing Written Words
d. Identify parts of a book (front cover, back cover, title page).	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Parts of a Book
e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.	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
f. Identify all upper- and lowercase 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

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.K.F.1 Learning and Applying Foundational Reading Skills <i>continued</i>		
g. Recognize that print conveys specific meaning and pictures may support meaning.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues • Peek at the Story 	<ul style="list-style-type: none"> • Relationship Between Picture and Story
Phonological Awareness: ELA.K.F.1.2: Demonstrate phonological awareness. a. Blend and segment syllables in spoken words.	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Blend Spoken Syllables 	<ul style="list-style-type: none"> • Segmenting Syllables
b. Identify and produce alliterative and rhyming words.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me • One Doesn't Rhyme • Choose a Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Rhyming Words
c. Blend and segment onset and rimes of single-syllable words.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Segment Onset/Rime 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns
d. Identify the initial, medial, and final sound of spoken words.	<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
e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.	<ul style="list-style-type: none"> • Phoneme Eliminator • Phoneme Substitution 	
f. Segment and blend phonemes in single-syllable spoken words.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Segment Onset/Rime 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns
Phonics and Word Analysis: ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant.	<ul style="list-style-type: none"> • Sound Song • Letter Sound Screening • Name That Letter Sound 	

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.K.F.1 Learning and Applying Foundational Reading Skills <i>continued</i>		
b. Demonstrate knowledge of the short and long sounds for the five major vowels.	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Sound Song • Letter Sound • Name That Letter Sound 	<ul style="list-style-type: none"> • Major Vowels
c. Decode consonant-vowel-consonant (CVC) words.	<ul style="list-style-type: none"> • Song: Blends: Consonants Together • Key Word Match • Pattern Hunt • Spell and Blend 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns
d. Encode consonant-vowel-consonant (CVC) words.	<ul style="list-style-type: none"> • Build CVC Syllable Words • Spelling Scramble 	<ul style="list-style-type: none"> • Simple Phonetic Spelling
Fluency: ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.	<ul style="list-style-type: none"> • Power Word • Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading check
READING		
ELA.K.R.1 Reading Prose and Poetry		
Literary Elements: ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Identify Story Elements Book Extension Activities: • Mine • Seeing Fingers
Perspective and Point of View: ELA.K.R.1.3: Explain the roles of author and illustrator of a story.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> • Author and Illustrator
Poetry : ELA.K.R.1.4: Identify rhyme in a poem.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • One Doesn't Rhyme • Rhyming Words • Rhyme With Me 	<ul style="list-style-type: none"> • Rhyming Words

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.K.R.2 Reading Informational Text		
Structure: ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.	<ul style="list-style-type: none"> • Print Concepts • Peek at the Story 	<i>Book Extension Activity:</i> <ul style="list-style-type: none"> • Mine
Central Idea: ELA.K.R.2.2: Identify the topic of and multiple details in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Identify Main Topic <i>Book Extension Activity:</i> <ul style="list-style-type: none"> • Mine
Argument: ELA.K.R.2.4: Explain the difference between opinions and facts about a topic.		<ul style="list-style-type: none"> • Supporting Ideas with Reason <i>Book Extension Activity:</i> <ul style="list-style-type: none"> • The Watermelon Seed
ELA.K.R.3 Reading Across Genres		
Interpreting Figurative Language: ELA.K.R.3.1: Identify and explain descriptive words in text(s).	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Adverbs 	<ul style="list-style-type: none"> • Feeling and Senses
Paraphrasing and Summarizing: ELA.K.R.3.2: Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for 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 <i>Book Extension Activity:</i> <ul style="list-style-type: none"> • My Super Sticky Sandwich
b. Use topic and details for an informational 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"> • Identify Main Topic <i>Book Extension Activity:</i> <ul style="list-style-type: none"> • Mine
Comparative Reading: ELA.K.R.3.3: Compare and contrast characters' experiences in stories.	<ul style="list-style-type: none"> • Compare Characters 	<ul style="list-style-type: none"> • Compare and Contrast <i>Book Extension Activity:</i> <ul style="list-style-type: none"> • Seeing Fingers

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COMMUNICATION		
ELA.K.C.1 Communicating Through Writing		
Handwriting: ELA.K.C.1.1: Print many upper- and lowercase letters.	<ul style="list-style-type: none"> Letter Trace 	<ul style="list-style-type: none"> Printing upper- and lowercase
Narrative Writing: ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Writing Narratives Book Extension Activity: My Super Sticky Sandwich
Argumentative Writing: ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Writing with Opinions
Expository Writing: ELA.K.C.1.4: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Writing with Facts
Improving Writing: ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Editing
ELA.K.C.2 Communicating Orally		
Oral Presentation: ELA.K.C.2.1: Present information orally using complete sentences.	<ul style="list-style-type: none"> Song: What is a Sentence? 	<ul style="list-style-type: none"> Complete Sentences

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ELA.K.C.3 Following Conventions		
Conventions: ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<ul style="list-style-type: none"> Songs: Nouns; Verbs; More Than One; What is a Sentence?; Sentence Marks 	
ELA.K.C.4 Researching		
Researching and Using Information: ELA.K.C.4.1: Recall information to answer a question about a single topic.	<ul style="list-style-type: none"> Connect to Me Find an Answer Build Knowledge 	<ul style="list-style-type: none"> Recalling information
ELA.K.C.5 Creating and Collaborating		
Multimedia: ELA.K.C.5.1: Use a multimedia element to enhance oral or written tasks.	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.	<i>Book Extension Activity:</i> <ul style="list-style-type: none"> My Super Sticky Sandwich
VOCABULARY		
ELA.K.V.1 Finding Meaning		
Academic Vocabulary: ELA.K.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
Morphology: ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.	<ul style="list-style-type: none"> Rusty and Rosy's Clues 	<ul style="list-style-type: none"> Word Recognition
Context and Connotation: ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.	<ul style="list-style-type: none"> Sort Make Comparisons 	<ul style="list-style-type: none"> Common Object Sorting

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
FIRST GRADE		
FOUNDATIONAL SKILLS		
ELA.1.F.1 Learning and Applying Foundational Reading Skills		
Print Concepts: ELA.1.F.1.1: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Locating Key Facts
Phonological Awareness: ELA.1.F.1.2: Demonstrate phonological awareness. a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.	<ul style="list-style-type: none"> Phoneme Segmentation 	<ul style="list-style-type: none"> Segmenting Words
b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.	<ul style="list-style-type: none"> Blend Phonemes Blend Every Sound (Phonemes) Find the Picture Blending Riddles 	<ul style="list-style-type: none"> Form Words by Blending Sounds
c. Blend single-syllable spoken words with at least five phonemes.	<ul style="list-style-type: none"> Blend Phonemes Blend Onset/Rime Sounds Blending Blend Every Sound (Phonemes) Blending Riddles Find the Picture 	<ul style="list-style-type: none"> Form Words by Blending Sounds
d. Segment single-syllable spoken words with at least five phonemes.	<ul style="list-style-type: none"> Phoneme Segmentation 	<ul style="list-style-type: none"> Segmenting Words into Phonemes
e. Segment and blend phonemes in multi-syllable spoken words.	<ul style="list-style-type: none"> Phoneme Segmentation Blend Phonemes Blend Every Sound (Phonemes) Blending Riddles Decode __ Syllable Words (Open; Open & Closed; Consonant+le; Vowel Team; Split Vowels; Multisyllabic) 	

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.1.F.1 Learning and Applying Foundational Reading Skills <i>continued</i>		
Phonics and Word Analysis: ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.	<ul style="list-style-type: none"> • Songs: 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 • Pattern Words 	<ul style="list-style-type: none"> • Spelling-sound Correspondences
b. Decode simple words with r-controlled vowels.	<ul style="list-style-type: none"> • Song: Bossy Mr. R • Identify r-Controlled Vowel Words 	<ul style="list-style-type: none"> • Spelling-sound Correspondences
c. Decode and encode regularly spelled one-syllable words.	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together • Word Mastery • Key Word Match • Pattern Hunt • Spell and Blend • Word Construction • Word Pattern Spelling • Say and Trace • Spelling Scramble 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns
d. Decode words with inflectional endings.	<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
e. Decode two-syllable words with regular patterns by breaking the words 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
f. Decode words that use final -e and vowel teams to make long-vowel sound.	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Pattern • Word Blending • Word Mastery 	<ul style="list-style-type: none"> • Long Vowel Words Ending in E
ELA.1.F.1 Learning and Applying Foundational Reading Skills <i>continued</i>		

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Fluency: ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words.	<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
READING		
ELA.1.R.1 Reading Prose and Poetry		
Literary Elements: ELA.1.R.1.1: Identify and describe the main story elements in a story.	<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
Theme: ELA.1.R.1.2: Identify and explain the moral of a story.	<ul style="list-style-type: none"> • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Retelling Book Extension Activity: • Mr. Lucky Straw
Perspective and Point of View: ELA.1.R.1.3: Explain who is telling the story using context clues.	<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 Book Extension Activity: • Mr. Lucky Straw
Poetry: ELA.1.R.1.4: Identify stanzas and line breaks in poems.	<ul style="list-style-type: none"> • Poetry Book 1 and 2 	
ELA.1.R.2 Reading Informational Text		
Structure: ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.	<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: • Animal Bodies
Central Idea: ELA.1.R.2.2: Identify the topic of and relevant details in 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
ELA.1.R.2 Reading Informational Text <i>continued</i>		

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Purpose and Perspective: ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational 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 <p>Book Extension Activity:</p> <ul style="list-style-type: none"> Animal Bodies
Argument: ELA.1.R.2.4: Identify an author's opinion(s) about the topic.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identifying Supporting Points
ELA.1.R.3 Reading Across Genres		
Interpreting Figurative Language: ELA.1.R.3.1: Identify and explain descriptive words and phrases in text(s).	<ul style="list-style-type: none"> Songs: Adjectives Describe; Preposition Cat; Adverbs Traditional Tales Informational Books (See titles at end of document.) Adjectives Adverbs 	<ul style="list-style-type: none"> Feeling and Senses
Paraphrasing and Summarizing: ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension. a. Use main story elements at the beginning, middle, and end for a literary text.	<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 <p>Book Extension Activities:</p> <ul style="list-style-type: none"> The Little Red Hen The Gingerbread Man Goldilocks and the Three Bears
b. Use topic and important details for an informational 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
Comparative Reading: ELA.1.R.3.3: Compare and contrast two texts on the same topic.	<ul style="list-style-type: none"> Books: Creepy Crawlers and Garden Visitors; The Three Wishes and The Magic Porridge Pot; Lumpy Mush and I Hate Peas Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Find The Similarity Between Two Texts
COMMUNICATION		

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.1.C.1 Communicating Through Writing		
Handwriting: ELA.1.C.1.1: 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
Narrative Writing: ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.		<ul style="list-style-type: none"> Writing Narratives <p>Book Extension Activities:</p> <ul style="list-style-type: none"> The Ugly Duckling Goldilocks and the Three Bears Anansi and the Seven Yam Hills
Argumentative Writing: ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.		<ul style="list-style-type: none"> Writing with Opinions
Expository Writing: ELA.1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.		<ul style="list-style-type: none"> Writing with Facts <p>Book Extension Activity:</p> <ul style="list-style-type: none"> Animal Bodies
Improving Writing: ELA.1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.		<ul style="list-style-type: none"> Editing
ELA.1.C.2 Communicating Orally		
Oral Presentation: ELA.1.C.2.1: Present information orally using complete sentences and appropriate volume.	<ul style="list-style-type: none"> Song: What is a Sentence? Sentences 	<ul style="list-style-type: none"> Class Discussion <p>Book Extension Activities:</p> <ul style="list-style-type: none"> Goldilocks and the Three Bears Animal Bodies
ELA.1.C.3 Following Conventions		

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Conventions: ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; Pronouns; Verbs; It Happened Yesterday; Apostrophe Pig; Preposition Cat; Adverbs; Adjectives Describe; Sentence Marks; Comma, Comma, Comma • Nouns • Plural Nouns • Verbs • Past Tense Verbs • Adverbs • Adjectives • Sentences • Sentence Marks • Spelling Scramble • Word Pattern Spelling 	<ul style="list-style-type: none"> • Nouns • Pronouns • Verbs • Adjectives • Prepositions • Punctuation • Spelling-sound Correspondences
ELA.1.C.4 Researching		
<p>Researching and Using Information: ELA.1.C.4.1: Participate in research to gather information to answer a question about a single topic.</p>		<ul style="list-style-type: none"> • Recalling information
ELA.1.C.5 Creating and Collaborating		
<p>Multimedia: ELA.1.C.5.1: Use a multimedia element to enhance oral or written tasks.</p>	<p>Waterford includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through the Play and Practice: Word Processor activities.</p>	<p>Book Extension Activities:</p> <ul style="list-style-type: none"> • The Ugly Duckling
<p>Technology in Communication: ELA.1.C.5.2: Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.</p>	<p>Waterford includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through the Play and Practice: Word Processor activities.</p>	<p>Book Extension Activity:</p> <ul style="list-style-type: none"> • Goldilocks and the Three Bears
VOCABULARY		

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA.1.V.1 Finding Meaning		
Academic Vocabulary: ELA.1.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
Morphology: ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.	<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
Context and Connotation: ELA.1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words	<ul style="list-style-type: none"> • Reading Detective • Build Knowledge 	
SECOND GRADE		
FOUNDATIONAL SKILLS		
ELA.2.F.1 Applying Foundational Reading Skills		
Phonics and Word Analysis: ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Identify Variant Vowel Words • Readable Word Play • SPell and Blend • Spelling Scramble Intro • Decode ___ Syllable Words (CVC; Open; Open & Closed; Consonant+le; Vowel Team; Split Vowels; Multisyllabic) 	<ul style="list-style-type: none"> • Spelling-sound Correspondences
ELA.2.F.1 Applying Foundational Reading Skills <i>continued</i>		



FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS 2020

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
b. Decode regularly spelled two-syllable words with long and short vowels.	<ul style="list-style-type: none"> • Decode __ Syllable Words (CVC; 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
c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Spelling Exploration • Word Recognition • Syllables 	<ul style="list-style-type: none"> • Two-syllable Letter Patterns
d. Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Prefixes • Suffixes • Comparatives • Change Y to I 	<ul style="list-style-type: none"> • Prefix and Suffix
e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).	<ul style="list-style-type: none"> • Songs: P-H and G-H Say Fff; Silent Letters; Where Is Whale • Word Recognition 	<ul style="list-style-type: none"> • Inconsistent Words
Fluency: ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or 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
READING		
ELA.2.R.1 Reading Prose and Poetry		
Literary Elements: ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.	<ul style="list-style-type: none"> • Read-Along Books (See titles at end of document.) • Map the Story 	<ul style="list-style-type: none"> • Understanding Characters, Setting, or Plot • Book Extension Activity: • Violeta
Theme: ELA.2.R.1.2: Identify and explain a theme of a literary text.	<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
ELA.2.R.1 Reading Prose and Poetry <i>continued</i>		

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Perspective and Point of View: ELA.2.R.1.3: Identify different characters' perspectives in a literary text.	<ul style="list-style-type: none"> Books: Why Wind and Water Fight; Three Billy Goats Gruff; Bad News Shoes Compare Characters Expression: Quotations 	<ul style="list-style-type: none"> Point of View
Poetry: ELA.2.R.1.4: Identify rhyme schemes in poems.	<ul style="list-style-type: none"> Books: Poetry Books 1 and 2; Bad News Shoes; Ooey, Goey Mud; Movin' to the Music Time 	Book Extension Activity: <ul style="list-style-type: none"> Poetry Book 1
ELA.2.R.2 Reading Informational Text		
Structure: ELA.2.R.2.1: Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.	<ul style="list-style-type: none"> Reading Detective 	<ul style="list-style-type: none"> Locating Key Facts
Central Idea: ELA.2.R.2.2: Identify the central idea and relevant details in a 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"> Identify the Main Topic Book Extension Activity: <ul style="list-style-type: none"> Good Trouble
Purpose and Perspective: ELA.2.R.2.3: Explain an author's purpose 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
Argument: ELA.2.R.2.4: Explain an author's opinion(s) and supporting 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
ELA.2.R.3 Reading Across Genres		
Interpreting Figurative Language: ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).	<ul style="list-style-type: none"> Books: Bad News Shoes; I Hate Peas; Movin' to the Music Expression: Phrases 	<ul style="list-style-type: none"> Rhythm Book Extension Activity: <ul style="list-style-type: none"> Poetry Book 1: Annie Can Whistle and Other Poems
Paraphrasing and Summarizing: ELA.2.R.3.2: Retell a text to enhance comprehension. a. Use main story elements in a logical sequence for a literary text.	<ul style="list-style-type: none"> Read-Along Books Informational Books (See titles at end of document.) Sum Up: Remember Order Map the Story 	<ul style="list-style-type: none"> Moral of the Story
ELA.2.R.3 Reading Across Genres <i>continued</i>		

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
b. Use the central idea and relevant details for 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 Topic
Comparative Reading: ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.	<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
COMMUNICATION		
ELA.2.C.1 Communicating Through Writing		
Handwriting: ELA.2.C.1.1: Demonstrate legible printing skills.	<ul style="list-style-type: none"> Letter Trace 	<ul style="list-style-type: none"> Print All Upper- and Lowercase Letters
Narrative Writing: ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.	<ul style="list-style-type: none"> Writing Introduction Word Processor Tutorial Word Processor 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 Book Extension Activities: I Met a Monster Violeta
Argumentative Writing: ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.	<ul style="list-style-type: none"> Writing Introduction Word Processor Tutorial Word Processor 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 Book Extension Activity: I Met a Monster
Expository Writing: ELA.2.C.1.4: Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.	<ul style="list-style-type: none"> Writing Introduction Word Processor Tutorial Word Processor 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 Book Extension Activities: In the Lights: The Story of Lin-Manuel Miranda
ELA.2.C.1 Communicating Through Writing <i>continued</i>		

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Improving Writing: ELA.2.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p>	<ul style="list-style-type: none"> • Writing Introduction • Word Processor Tutorial • Word Processor • 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 <p>Book Extension Activity:</p> <ul style="list-style-type: none"> • I Met a Monster
<p>ELA.2.C.2 Communicating Orally</p>		
<p>Oral Presentation: ELA.2.C.2.1: Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> • Song: What is a Sentence? • Step Into the Story 	<ul style="list-style-type: none"> • Storytelling <p>Book Extension Activities:</p> <ul style="list-style-type: none"> • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble
<p>ELA.2.C.3 Following Conventions</p>		
<p>Conventions: ELA.2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<ul style="list-style-type: none"> • Songs: Strange Spelling; Pronouns; Irregular Verbs; Adverbs; Adjectives Describe; Comma, Comma, Comma; Apostrophe Pig; Contraction Action; Put it at the Front; Put it at the End; Key Words; Let's Compare; Compound Words • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns • Irregular Verbs • Pronouns • Adverbs • Adjectives • Contractions • Possessive Nouns 	<ul style="list-style-type: none"> • Irregular plural nouns • Reflexive pronouns • Past tense irregular verbs • Adjectives and adverbs • Capitalization • Apostrophes
<p>ELA.2.C.4 Researching</p>		

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Researching and Using Information: ELA.2.C.4.1: Participate in research to gather information to answer a question about a single topic using multiple sources.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge Step Into the Story 	<ul style="list-style-type: none"> Recalling information
ELA.2.C.5 Creating and Collaborating		
Multimedia: ELA.2.C.5.1: Use one or more multimedia element(s) to enhance oral or written tasks.	<ul style="list-style-type: none"> Word Processor Tutorial Word Processor 	Book Extension Activities: <ul style="list-style-type: none"> Taking Flight: The Story of Bessie Coleman In the Lights: The Story of Lin-Manuel Miranda Defying Gravity: The Story of Mae Jemison Good Trouble
Technology in Communication: ELA.2.C.5.2: Use digital tools to produce and publish writing individually or with peers and with support from adults.	<ul style="list-style-type: none"> Word Processor Tutorial Word Processor 	Book Extension Activities: <ul style="list-style-type: none"> Taking Flight: The Story of Bessie Coleman In the Lights: The Story of Lin-Manuel Miranda Defying Gravity: The Story of Mae Jemison Good Trouble
VOCABULARY		
ELA.2.V.1 Finding Meaning		
Academic Vocabulary: ELA.2.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
Morphology: ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	<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
Context and Connotation: ELA.2.V.1.3: Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.	<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

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 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).