

# CURRICULUM *Correlation*

*Waterford  
Reading Academy*

**100%**

*English  
Standards of  
Learning for  
Virginia Public  
Schools 2024*

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

# TABLE OF CONTENTS

<b>KINDERGARTEN</b> .....	<b>1</b>
<b>FOUNDATIONS FOR READING</b> .....	<b>1</b>
K.FFR.1 Print Concepts .....	1
K. FFR.2 Phonological and Phonemic Awareness .....	1
K.FFR.3 Phonics and Word Analysis.....	2
<b>DEVELOPING SKILLED READERS AND BUILDING READING STAMINA</b> ...	<b>3</b>
K.DSR.1 The student will build knowledge and comprehension skills from reading and listening to a range of texts. ....	3
<b>READING AND VOCABULARY</b> .....	<b>4</b>
K.RV.1 Vocabulary Development and Word Analysis.....	4
<b>READING LITERARY TEXT</b> .....	<b>5</b>
K.RL.1 Key Ideas and Plot Details .....	5
K.RL.2 Craft and Style .....	6
K.RL.3 Integration of Concepts.....	6
<b>READING INFORMATIONAL TEXT</b> .....	<b>7</b>
K.RI.1 Key Ideas and Confirming Details.....	7
K.RI.2 Craft and Style.....	7
K.RI.3 Integration of Concepts.....	7
<b>FOUNDATIONS FOR WRITING</b> .....	<b>7</b>
K.FFW.1 Handwriting .....	7
K.FFW.2 Spelling .....	8
<b>WRITING</b> .....	<b>8</b>
K.W.1 Modes and Purposes for Writing .....	8
K.W.2 Organization and Composition .....	9
K.W.3 Usage and Mechanics.....	9
<b>LANGUAGE USAGE</b> .....	<b>9</b>
K.LU.1 Grammar.....	9
K.LU.2 Mechanics .....	10

<b>COMMUNICATION AND MULTIMODAL LITERACIES</b> .....	<b>10</b>
K.C.1 Communication, Listening, and Collaboration .....	10
K.C.2 Speaking and Presentation of Ideas.....	11
K.C.3 Integrating Multimodal Literacies.....	11
K.C.4 Examining Media Messages.....	11
<b>RESEARCH</b> .....	<b>11</b>
K.R.1 Evaluation and Synthesis of Information .....	11
<b>FIRST GRADE</b> .....	<b>12</b>
<b>FOUNDATIONS FOR READING</b> .....	<b>12</b>
1.FFR.1 See Kindergarten for standards that address Print Concepts... ..	12
1.FFR.2 Phonological and Phonemic Awareness .....	12
1.FFR.3 Phonics and Word Analysis .....	13
<b>DEVELOPING SKILLED READERS AND BUILDING READING STAMINA</b> ..	<b>14</b>
1.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. ....	14
<b>READING AND VOCABULARY</b> .....	<b>15</b>
1.RV.1 Vocabulary Development and Word Analysis .....	15
<b>READING LITERARY TEXT</b> .....	<b>16</b>
1.RL.1 Key Ideas and Plot Details .....	16
1.RL.2 Craft and Style.....	17
1.RL.3 Integration of Concepts.....	17
<b>READING INFORMATIONAL TEXT</b> .....	<b>17</b>
1.RI.1 Key Ideas and Confirming Details .....	17
1.RI.2 Craft and Style .....	18
1.RI.3 Integration of Concepts .....	18
<b>FOUNDATIONS FOR WRITING</b> .....	<b>18</b>
1.FFW.1 Handwriting.....	18
1.FFW.2 Spelling .....	19

# TABLE OF CONTENTS

<b>WRITING</b> .....	<b>19</b>
1.W.1 Modes and Purposes for Writing .....	19
1.W.2 Organization and Composition .....	20
1.W.3 Usage and Mechanics .....	20
<b>LANGUAGE USAGE</b> .....	<b>21</b>
1.LU.1 Grammar .....	21
1.LU.2 Mechanics .....	22
<b>COMMUNICATION AND MULTIMODAL LITERACIES</b> .....	<b>22</b>
1.C.1 Communication, Listening, and Collaboration .....	22
1.C.2 Speaking and Presentation of Ideas .....	23
1.C.3 Integrating Multimodal Literacies .....	23
1.C.4 Examining Media Messages .....	23
<b>RESEARCH</b> .....	<b>23</b>
1.R.1 Evaluation and Synthesis of Information .....	23
<b>SECOND GRADE</b> .....	<b>24</b>
<b>FOUNDATIONS FOR READING</b> .....	<b>24</b>
2.FFR.1 See Kindergarten for standards that address Print Concepts. . .	24
2.FFR.2 Phonological and Phonemic Awareness .....	24
2.FFR.3 Phonics and Word Analysis .....	25
<b>DEVELOPING SKILLED READERS AND BUILDING READING STAMINA</b> ..	<b>26</b>
2.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. ....	26
<b>READING AND VOCABULARY</b> .....	<b>27</b>
2.RV.1 Vocabulary Development and Word Analysis .....	27
<b>READING LITERARY TEXT</b> .....	<b>28</b>
2.RL.1 Key Ideas and Plot Details .....	28
2.RL.2 Craft and Style .....	29
2.RL.3 Integration of Concepts .....	29

<b>READING INFORMATIONAL TEXT</b> .....	<b>29</b>
2.RI.1 Key Ideas and Confirming Details .....	29
2.RI.2 Craft and Style .....	30
2.RI.3 Integration of Concepts .....	30
<b>FOUNDATIONS FOR WRITING</b> .....	<b>30</b>
2.FFW.1 Handwriting .....	30
2.FFW.2 Spelling .....	31
<b>WRITING</b> .....	<b>32</b>
2.W.1 Modes and Purposes for Writing .....	32
2.W.2 Organization and Composition .....	32
2.W.3 Usage and Mechanics .....	33
<b>LANGUAGE USAGE</b> .....	<b>33</b>
2.LU.1 Grammar .....	33
2.LU.2 Mechanics .....	34
<b>COMMUNICATIONS AND MULTIMODAL LITERACIES</b> .....	<b>35</b>
2.C.1 Communication, Listening, and Collaboration .....	35
2.C.2 Speaking and Presentation of Ideas .....	35
2.C.3 Integrating Multimodal Literacies .....	36
2.C.4 Examining Media Messages .....	36
<b>RESEARCH</b> .....	<b>36</b>
2.R.1 Evaluation and Synthesis of Information .....	36
<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> .....	<b>38</b>
<b>WATERFORD FAMILY ENGAGEMENT RESOURCES</b> .....	<b>40</b>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>FOUNDATIONS FOR READING</b>		
<b>K.FFR.1 Print Concepts: The student will apply knowledge of how print is organized and read.</b>		
A. Follow words from left to right and from top to bottom on a printed page, including the return sweep from line to 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"> <li>• <a href="#">Following Words</a></li> </ul>
B. Demonstrate knowledge of a sentence, word, and letter.	<ul style="list-style-type: none"> <li>• What Is a Sentence?</li> <li>• Words In Your World</li> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Recognizing Written Words</a></li> </ul>
C. Demonstrate knowledge that spoken words are represented in print and separated by spaces	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Understanding spaces in print</a></li> </ul>
D. Identify the author and illustrator of a text and define the role of each.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Identifying the author and illustrator</a></li> </ul>
E. Identify the front cover, back cover and title of a text.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Parts of a book</a></li> </ul>
F. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sentence Features</a></li> </ul>
<b>K. FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).</b>		
A. Demonstrate ability to segment spoken words in sentences and syllables in words.	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> <li>• Segment Spoken Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Segmenting syllables</a></li> </ul>
B. Blend and segment one syllable words by onset and rime.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Segment Onset/Rime</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Single syllable letter patterns</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K. FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling) <i>continued</i>.</b>		
C. Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with /l/, /r/, or /x/).	<ul style="list-style-type: none"> <li>• Initial Sounds</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where Is the Sound?</li> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Segmenting Words</a></li> </ul>
D. Demonstrate ability to segment and blend one syllable words with two, three, and four phonemes (including words with consonant digraphs th, sh, ch, wh).	<ul style="list-style-type: none"> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes Instruction</li> <li>• Phoneme Segmentation</li> <li>• Blending Riddles</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Segmenting Words</a></li> </ul>
<b>K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words</b>		
A. Identify capital and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letters Introduction</li> <li>• Letter Match</li> <li>• Letter Trace</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Upper And Lowercase Letters</a></li> </ul>
B. Identify common letter-sound correspondences.	<ul style="list-style-type: none"> <li>• Sound Song</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> </ul>	
C. Discriminate between long and short sounds with common spellings for the five major vowels with open and closed syllables (e.g., short /e/ as in “pet”, long /e/ as in “he”).	<ul style="list-style-type: none"> <li>• Songs: Apples and Bananas; Old MacDonald Has Some Vowels</li> <li>• Spelling Scramble Introduction</li> <li>• Spell and Blend</li> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Major Vowels</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words <i>continued</i>.</b>		
D. Demonstrate knowledge that every word has a vowel sound.	<ul style="list-style-type: none"> <li>Songs: Apples and Bananas; Old MacDonald Has Some Vowels</li> <li>Spelling Scramble Introduction</li> <li>Spell and Blend</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Major Vowels</a></li> </ul>
E. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).	<ul style="list-style-type: none"> <li>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?</li> <li>Blend Phonemes</li> <li>Pattern Words</li> <li>Spell and Blend</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Digraph Cards</a></li> </ul>
F. Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words.	<ul style="list-style-type: none"> <li>Blend Decodable Words</li> <li>Spell and Blend</li> <li>Build CVC Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Simple Phonetic Spelling</a></li> </ul>
G. Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).	<ul style="list-style-type: none"> <li>Blend Decodable Words</li> <li>Spell and Blend</li> <li>Build CVC Words</li> <li>Word Blending</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Simple Phonetic Spelling</a></li> </ul>
H. Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.	<ul style="list-style-type: none"> <li>Decodable Books</li> <li>Spelling Scramble Intro</li> <li>Power Word</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Word Cards: Power Words</a></li> </ul>
<b>DEVELOPING SKILLED READERS AND BUILDING READING STAMINA</b>		
<b>K.DSR.1 The student will build knowledge and comprehension skills from reading and listening to a range of texts. This includes fluently reading decodable sentences and gathering evidence from content-rich texts (through read alouds) on topics to gain purposeful knowledge and vocabulary</b>		
A. Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words (Reading Fluency, K-12).	<ul style="list-style-type: none"> <li>Decodable Books</li> <li>Readable Books (See titles at end of document.)</li> <li>Decodable Book</li> <li>Spelling Scramble Intro</li> <li>Power Word</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Recognizing written words</a></li> <li><a href="#">Word Cards: Power Words</a></li> <li><a href="#">Decodable Books</a></li> <li><a href="#">Waterford Beginning Readers and Decodable Books</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K.DSR.1</b> The student will build knowledge and comprehension skills from reading and listening to a range of texts. This includes fluently reading decodable sentences and gathering evidence from content-rich texts (through read alouds) on topics to gain purposeful knowledge and vocabulary <i>continued</i> .		
B. (Text Complexity, 2-12) - Introduced in Grade Two.		
C. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Mine</a></li> <li>• <a href="#">Seeing Fingers</a></li> <li>• <a href="#">The Watermelon Seed</a></li> <li>• <a href="#">My Super Sticky Sandwich</a></li> </ul>
D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• <a href="#">Unknown Words</a></li> <li>• <a href="#">The Watermelon Seed</a></li> </ul>
E. (Reading Strategies, 3-12) - Introduced in Grade Three.		
<b>READING AND VOCABULARY</b>		
<b>K.RV</b> The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.		
<b>K.RV.1</b> Vocabulary Development and Word Analysis		
A. Discuss meanings of words from a variety of texts and experiences.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• <a href="#">Identify New Meanings for Words</a></li> <li>• <a href="#">The Watermelon Seed</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K.RV.1 Vocabulary Development and Word Analysis <i>continued</i>.</b>		
B. Ask questions about words not understood.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• <a href="#">Identify New Meanings for Words</a></li> <li>• <a href="#">The Watermelon Seed</a></li> </ul>
C. Use vocabulary from across content areas.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Identify New Meanings for Words</a></li> <li>• <a href="#">The Watermelon Seed</a></li> <li>• <a href="#">Unknown Words</a></li> </ul>
D. Identify the purpose of simple reference materials (e.g., pictures, dictionary, digital dictionary).	<ul style="list-style-type: none"> <li>• Reading Detective</li> </ul>	
E. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• <a href="#">Identify New Meanings for Words</a></li> <li>• <a href="#">The Watermelon Seed</a></li> <li>• <a href="#">Unknown Words</a></li> </ul>
F. Use newly learned words and phrases in discussions and speaking activities.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">The Watermelon Seed</a></li> <li>• <a href="#">Unknown Words</a></li> </ul>
<b>READING LITERARY TEXT</b>		
<b>K.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard, to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.</b>		
<b>K.RL.1 Key Ideas and Plot Details</b>		
A. With prompting and support, activate prior (experience) and background (content) knowledge and make connections to what is read.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Key Details Narrative</a></li> <li>• <a href="#">Seeing Fingers</a></li> <li>• <a href="#">Mine</a></li> </ul>
B. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Key Details Narrative</a></li> <li>• <a href="#">Identify Story elements</a></li> <li>• <a href="#">Seeing Fingers</a></li> <li>• <a href="#">My Super Sticky Sandwich</a></li> </ul>



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K.RL.1 Key Ideas and Plot Details <i>continued</i></b>		
C. With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end).	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Retelling</a></li> <li>• <a href="#">My Super Sticky Sandwich</a></li> </ul>
D. With prompting and support, generate predictions about story characters and events using the text.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> </ul>	
<b>K.RL.2 Craft and Style</b>		
**Standards related to Craft and Style are introduced in Grade Three.		
<b>K.RL.3 Integration of Concepts</b>		
A. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Relationship Between Picture and Story</a></li> </ul>
B. With prompting and support, compare and contrast characters, plot events, or settings between two familiar stories.		<ul style="list-style-type: none"> <li>• <a href="#">Compare and Contrast</a></li> </ul>
C. With prompting and support, monitor listening comprehension.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Decodable Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Group Reading Activities</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING INFORMATIONAL TEXT</b>		
<b>K.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.</b>		
<b>K.RI.1 Key Ideas and Confirming Details</b>		
A. With prompting and support, ask and answer literal (who, what, when, where) or inferential (why, how) questions about what is read.	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Identify Main Topic</a></li> </ul>
B. With prompting and support, identify the main topic and key details of a text.	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Identify Main Topic</a></li> </ul>
<b>K.RI.2 Craft and Style</b>		
A. With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures.	<ul style="list-style-type: none"> <li>Reading Detective</li> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Relating Pictures and Text</a></li> </ul>
<b>K.RI.3 Integration of Concepts</b>		
A. With prompting and support, identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Find the Similarity Between Two Texts</a></li> <li><a href="#">The Watermelon Seed</a></li> </ul>
B. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		<ul style="list-style-type: none"> <li><a href="#">Compare and Contrast</a></li> <li><a href="#">Seeing Fingers</a></li> </ul>
<b>FOUNDATIONS FOR WRITING</b>		
<b>K.FFW The student will print legibly in manuscript.</b>		
<b>K.FFW.1 Handwriting</b>		
A. Use functional pencil grasp for letter formation.		<ul style="list-style-type: none"> <li><a href="#">Pencil Grip</a></li> <li><a href="#">Mine</a></li> </ul>
B. Accurately and automatically print capital and lowercase letters of the alphabet independently	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Printing Upper and Lowercase</a></li> <li><a href="#">Write Consonants and Short-Vowels</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K.FFW.1 Handwriting continued</b>		
C. Write left to right and top to bottom.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Understanding Spaces in Print</a></li> </ul>
D. Accurately print first and last names, beginning each with a capital letter	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Printing Upper and Lowercase</a></li> </ul>
E. Apply spaces between written words in phrase or sentence level writing.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Understanding Spaces in Print</a></li> </ul>
<b>K.FFW.2 Spelling</b>		
A. Encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph (e.g., ch, sh, th, wh).	<ul style="list-style-type: none"> <li>Spell and Blend</li> <li>Build CVC Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Simple Phonetic Spelling</a></li> </ul>
B. Encode (spell) unknown words using logical invented spelling.	<ul style="list-style-type: none"> <li>Spell and Blend</li> <li>Build CVC Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Simple Phonetic Spelling</a></li> </ul>
C. With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy	<ul style="list-style-type: none"> <li>Power Words</li> <li>Spelling Scramble Intro</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Write Consonants and Short-vowels</a></li> </ul>
<b>WRITING</b>		
<b>K.W The student will write in a variety of forms, linked to kindergarten content and texts.</b>		
<b>K.W.1 Modes and Purposes for Writing</b>		
A. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end).		<ul style="list-style-type: none"> <li><a href="#">Writing Narratives</a></li> </ul>
B. Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details.		<ul style="list-style-type: none"> <li><a href="#">Writing with Facts</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K.W.2 Organization and Composition</b>		
<i>A. With guidance and support, use prewriting activities, including drawing and suggestions from peers to generate ideas and plan writing or dictation. This includes:</i>		
i. Identifying the audience and purpose of the writing (e.g., letters, stories, “all about” book, etc.).	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.	<ul style="list-style-type: none"> <li>• <a href="#">Collaborative Writing</a></li> </ul>
ii. Composing or dictating simple sentences that include a subject (noun) and predicate(verb) focused on the topic.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Complete Sentences</a></li> <li>• <a href="#">Mine</a></li> </ul>
<b>K.W.3 Usage and Mechanics</b>		
**See Language Usage for grade level expectations.		
<b>LANGUAGE USAGE</b>		
<b>K.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b>		
<b>K.LU.1 Grammar</b>		
A. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Complete Sentences</a></li> <li>• <a href="#">Mine</a></li> </ul>
B. Use nouns to identify and name people, places, and things.	<ul style="list-style-type: none"> <li>• Songs: Nouns</li> <li>• Nouns</li> </ul>	
C. Use pronouns to identify individuals and groups (he, she, they, his, hers, their(s)).	<ul style="list-style-type: none"> <li>• Song: Pronouns</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">My Super Sticky Sandwich</a></li> </ul>
D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe</li> <li>• Book: Opposites</li> <li>• Opposites</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Antonyms for Verbs and Adjectives</a></li> <li>• <a href="#">My Super Sticky Sandwich</a></li> </ul>
E. Use verbs to locate specific actions.	<ul style="list-style-type: none"> <li>• Songs: Verbs</li> <li>• Verbs</li> </ul>	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K.LU.2 Mechanics</b>		
A. With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I.	<ul style="list-style-type: none"> <li>Songs: Capital Letters; What Is a Sentence?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Capitalization</a></li> </ul>
B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Punctuation</a></li> </ul>
C. Phonetically spell words containing unknown letter-sound correspondences.	<ul style="list-style-type: none"> <li>Spell and Blend</li> <li>Build CVC Syllable Words</li> <li>Power Words</li> <li>Spelling Scramble Intro</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Simple Phonetic Spelling</a></li> </ul>
<b>COMMUNICATION AND MULTIMODAL LITERACIES</b>		
<b>K.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>		
<b>K.C.1 Communication, Listening, and Collaboration</b>		
<i>A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:</i>		
i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li><a href="#">Speaking and Listening</a></li> <li><a href="#">Mine</a></li> </ul>
ii. Respectfully building on others' ideas and expressing their own clearly		<ul style="list-style-type: none"> <li><a href="#">Conversation Building</a></li> </ul>
iii. Asking questions to seek help, get information, or clarify information for further understanding.	<ul style="list-style-type: none"> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Clarifying Information</a></li> </ul>
iv. Expressing ideas and needs in complete sentences.		<ul style="list-style-type: none"> <li><a href="#">Speaking and Listening</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K.C.2 Speaking and Presentation of Ideas</b>		
A. Describe personal experiences using complete sentences.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">My Super Sticky Sandwich</a></li> </ul>
B. Speak audibly with appropriate pacing, prosody, and voice level.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	
C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> </ul>
D. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next and last events in a story.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Find an Answer</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Recalling Information</a></li> </ul>
<b>K.C.3 Integrating Multimodal Literacies</b>		
**Standards related to Integrating Multimodal Literacies are introduced in Grade Three.		
<b>K.C.4 Examining Media Messages</b>		
**Standards related to Examining Media Messages are introduced in Grade Four.		
<b>RESEARCH</b>		
<b>K.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.</b>		
<b>K.R.1 Evaluation and Synthesis of Information</b>		
A. With prompting and support, generate a topic of interest and question to explore a given topic.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Watermelon Seed</a></li> </ul>
B. With prompting and support, find information on the topic from pictures, texts, people or provided sources.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Watermelon Seed</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K.R.1 Evaluation and Synthesis of Information</b> <i>continued</i>		
C. With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.		<ul style="list-style-type: none"> <li><a href="#">The Watermelon Seed</a></li> <li><a href="#">Writing With Facts</a></li> </ul>
D. With prompting and support, in small or large group settings, informally share recorded information collected from research.		<ul style="list-style-type: none"> <li><a href="#">The Watermelon Seed</a></li> <li><a href="#">Writing with Facts</a></li> </ul>
<b>GRADE 1</b>		
<b>FOUNDATIONS FOR READING</b>		
<b>1.FFR.1 See Kindergarten for standards that address Print Concepts.</b>		
<b>1.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).</b>		
A. Isolate sounds in four and five phoneme words.	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Phoneme Segmentation</li> <li>Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Segmenting Words</a></li> </ul>
B. Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).	<ul style="list-style-type: none"> <li>Blend Phonemes Instruction</li> <li>Blending Riddles</li> <li>Blend Every Sound (Phonemes)</li> <li>Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Form Words by Blending Sounds</a></li> </ul>
C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).	<ul style="list-style-type: none"> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Segmenting Words into Phonemes</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.</b>		
<p>A. Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).</p>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• Blend Phonemes Instruction</li> <li>• Spell and Blend</li> <li>• Word Blending</li> <li>• Word Pattern Introduction</li> <li>• Key Word Screening</li> <li>• Word Pattern Spelling</li> <li>• Key Word</li> <li>• Pattern Hunt</li> <li>• Build CVC Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound Correspondences</a></li> </ul>
<p>B. Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel consonant-e (CVC, CCVC).</p>	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E, Vowels Side By Side</li> <li>• Spell and Blend</li> <li>• Word Blending</li> <li>• Word Pattern Introduction</li> <li>• Key Word Screening</li> <li>• Word Pattern Spelling</li> <li>• Key Word</li> <li>• Pattern Hunt</li> <li>• Decode Open Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Single Syllable Letter Patterns</a></li> </ul>
<p>C. Use letter-sound correspondences to decode words containing common vowel teams and controlled vowels.</p>	<ul style="list-style-type: none"> <li>• Songs: Eensy, Weensy Mouse; Vowels Side by Side</li> <li>• Key Word Match</li> <li>• Word Pattern</li> <li>• Word Blending</li> <li>• Word Mastery</li> <li>• Identify r-Controlled Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Long Vowel Words Ending in E</a></li> <li>• <a href="#">Vowel Team Cards</a></li> </ul>
<p>D. Decode multisyllabic words following basic patterns by breaking the words into syllables.</p>	<ul style="list-style-type: none"> <li>• Decode __ Syllable Words (Open; Open &amp; Closed; Consonant+le; Vowel Team; Split Vowels; Multisyllabic)</li> <li>• Decode Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Two Syllable Letter Patterns</a></li> <li>• <a href="#">Six Syllable Types</a></li> </ul>



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words <i>continued</i>.</b>		
E. Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Word Mastery</li> <li>• Power Words</li> <li>• Spelling Scramble Intro</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Recognition</a></li> </ul>
F. Write grade-level high-frequency words with automaticity and accuracy.	<ul style="list-style-type: none"> <li>• Spelling Scramble Intro</li> </ul>	
<b>DEVELOPING SKILLED READERS AND BUILDING READING STAMINA</b>		
<b>1.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.</b>		
A. Use knowledge of letter-sound correspondences to read a variety of decodable and grade level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self correct word recognition and understanding, as necessary (Reading Fluency, K-12).	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reading Check</a></li> </ul>
B. (Text Complexity, 2-12) Introduced in Grade Two.		
C. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Goldilocks and the Three Bears</a></li> <li>• <a href="#">Mr. Lucky Straw</a></li> <li>• <a href="#">Anansi and the Seven Yam Hills</a></li> <li>• <a href="#">Animal Bodies</a></li> <li>• <a href="#">I Want to Be a Scientist Like Jane Goodall</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary <i>continued</i>.</b>		
D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).	<ul style="list-style-type: none"> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Recalling Information</a></li> <li>• <a href="#">The Little Red Hen</a></li> <li>• <a href="#">The Three Little Pigs</a></li> <li>• <a href="#">Mr. Lucky Straw</a></li> <li>• <a href="#">Anansi and the Seven Yam Hills</a></li> <li>• <a href="#">Animal Bodies</a></li> <li>• <a href="#">I Want to Be a Scientist Like Jane Goodall</a></li> </ul>
E. (Reading Strategies, 3-12): Introduced in Grade Three.		
<b>READING AND VOCABULARY</b>		
<b>1.RV The student will systematically build vocabulary and word knowledge based on grade one content and texts heard or read.</b>		
<b>1.RV.1 Vocabulary Development and Word Analysis</b>		
A. Discuss meanings of words in context from a variety of texts.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Mr. Lucky Straw</a></li> <li>• <a href="#">The Three Little Pigs</a></li> </ul>
B. Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.	<ul style="list-style-type: none"> <li>• Songs: Synonym Tree</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul>	
C. Ask for the meaning of unknown words and make connections to familiar words	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Mr. Lucky Straw</a></li> </ul>
D. Use vocabulary across content areas.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Mr. Lucky Straw</a></li> <li>• <a href="#">The Three Little Pigs</a></li> </ul>
E. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).	<ul style="list-style-type: none"> <li>• Songs: More Than One; Put It At the Front; Put It At the End</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Cluing Off Frequently Occurring Affixes</a></li> <li>• <a href="#">Frequently Occurring Root Words</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.RV.1 Vocabulary Development and Word Analysis <i>continued</i></b>		
F. Distinguish shades of meaning among verbs and adjectives.	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Adjectives Describe; Verbs</li> <li>Synonyms</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Distinguish Meaning Among Verbs</a></li> </ul>
G. Identify the purpose of simple reference materials (e.g. picture dictionary, digital dictionary).	<ul style="list-style-type: none"> <li>Rusty and Rosy’s Clues</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Locating Key Facts</a></li> <li><a href="#">Animal Bodies</a></li> </ul>
H. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li><a href="#">Mr. Lucky Straw</a></li> <li><a href="#">The Three Little Pigs</a></li> </ul>
I. Use newly learned words and phrases in discussions and speaking activities.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li><a href="#">Using Words</a></li> </ul>
<b>READING LITERARY TEXT</b>		
<b>1.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.</b>		
<b>1.RL.1 Key Ideas and Plot Details</b>		
A. Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Story Retelling</a></li> <li><a href="#">Goldilocks and the Three Bears</a></li> <li><a href="#">The Gingerbread Man</a></li> <li><a href="#">Mr. Lucky Straw</a></li> </ul>
B. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Describe the Story</a></li> <li><a href="#">Goldilocks and the Three Bears</a></li> <li><a href="#">Anansi and the Seven Yam Hills</a></li> <li><a href="#">The Little Red Hen</a></li> </ul>
C. Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Key Details</a></li> <li><a href="#">The Gingerbread Man</a></li> </ul>
D. Generate predictions about story characters and events using the text.	<ul style="list-style-type: none"> <li>What Comes Next?</li> <li>Predicting</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">The Gingerbread Man</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.RL.2 Craft and Style</b>		
Standards that address Craft and Style are introduced in Grade Three.		
<b>1.RL.3 Integration of Concepts</b>		
A. Set a purpose for reading by providing a guiding question, activating prior (experience) and background (content) knowledge.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Peek at the Story</li> </ul>	
B. Make connections between characters, settings, and major events in stories heard, using key details.	<ul style="list-style-type: none"> <li>• Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Ugly Duckling</a></li> <li>• <a href="#">Anansi and the Seven Yam Hills</a></li> </ul>
C. Compare and contrast the adventures or experiences of characters in stories heard, using key details.	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Character Experiences</a></li> <li>• <a href="#">The Little Red Hen</a></li> <li>• <a href="#">The Ugly Duckling</a></li> </ul>
<b>READING INFORMATIONAL TEXT</b>		
<b>1.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.</b>		
<b>1.RI.1 Key Ideas and Confirming Details</b>		
A. Ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read, including demonstrating an understanding of the main topics.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">I Want to be a Scientist Like Jane Goodall</a></li> </ul>
B. Identify the main idea and supporting details of a text.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Key Details Informational</a></li> </ul>
C. Explain the difference between facts and opinions in a text.		<ul style="list-style-type: none"> <li>• <a href="#">The Watermelon Seed</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.RI.2 Craft and Style</b>		
A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Locating Key Facts</a></li> </ul>
B. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pulling Information from a Picture or Text</a></li> <li>• <a href="#">Animal Bodies</a></li> </ul>
<b>1.RI.3 Integration of Concepts</b>		
A. Identify basic similarities in and differences between two texts on the same topic	<ul style="list-style-type: none"> <li>• Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Find the Similarity Between Two Texts</a></li> </ul>
B. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Compare Characters</li> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Connecting Ideas</a></li> <li>• <a href="#">The Little Red Hen</a></li> <li>• <a href="#">The Gingerbread Man</a></li> </ul>
<b>FOUNDATIONS FOR WRITING</b>		
<b>1.FFW The student will print legibly in manuscript.</b>		
<b>1.FFW.1 Handwriting</b>		
A. Use functional pencil grasp for letter formation.		<ul style="list-style-type: none"> <li>• <a href="#">Pencil Grip</a></li> </ul>
B. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.	<ul style="list-style-type: none"> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Print All Upper- and Lowercase Letters</a></li> </ul>
C. Accurately and automatically apply spaces between written words in phrases or sentence level writing	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.FFW.2 Spelling</b>		
A. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce).	<ul style="list-style-type: none"> <li>• Build ___ Syllable Words (CVC; Consonant+le; Vowel Team; r-Controlled)</li> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> <li>• Word Pattern Spelling</li> <li>• Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound Correspondences</a></li> <li>• <a href="#">Word Mapping</a></li> <li>• <a href="#">Six Syllable Types</a></li> </ul>
B. Encode (spell) 2-syllable words (e.g., pancake) following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Build ___ Syllable Words (Consonant+le; Vowel Team; r-Controlled)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Two Syllable Letter Patterns</a></li> <li>• <a href="#">Six Syllable Types</a></li> </ul>
C. Encode (spell) unfamiliar words by recognizing and applying taught word patterns.	<ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Word Pattern</li> <li>• Say and Trace</li> <li>• Word Pattern Spelling</li> <li>• Build ___ Syllable Words (CVC; Consonant+le; Vowel Team; r-Controlled)(Include only ones that meet standard)</li> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Irregularly Spelled Words</a></li> <li>• <a href="#">Spell Untaught Spelling Words</a></li> </ul>
D. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.	<ul style="list-style-type: none"> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound Correspondences</a></li> <li>• <a href="#">Spell Untaught Spelling Words</a></li> </ul>
<b>WRITING</b>		
<b>1.W The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.</b>		
<b>1.W.1 Modes and Purposes for Writing</b>		
A. Use a combination of drawing, dictating, and writing to recount two or more sequenced events or experiences and include details about the events and characters.	Waterford includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> <li>• <a href="#">Writing Narratives</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.W.1 Modes and Purposes for Writing</b> <i>continued</i>		
B. Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.		<ul style="list-style-type: none"> <li>• <a href="#">Writing with Facts</a></li> <li>• <a href="#">Animal Bodies</a></li> </ul>
C. Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.		<ul style="list-style-type: none"> <li>• <a href="#">Writing with Opinions</a></li> </ul>
D. Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text.		<ul style="list-style-type: none"> <li>• <a href="#">Collaborative Writing</a></li> </ul>
<b>1.W.2 Organization and Composition</b>		
<i>A. With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:</i>		
i. Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.).		<ul style="list-style-type: none"> <li>• <a href="#">Editing</a></li> <li>• <a href="#">I Want to Be a Scientist Like Jane Goodall</a></li> <li>• <a href="#">The Little Red Hen</a></li> </ul>
ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; It Happened Yesterday; Verbs; What Is a Sentence?</li> <li>• Adjectives</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Simple and Compound Sentences</a></li> <li>• <a href="#">Verbs</a></li> <li>• <a href="#">Adjectives</a></li> </ul>
<b>1.W.3 Usage and Mechanics</b>		
A. With guidance and support from adults, edit writing for conventions e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations)	<ul style="list-style-type: none"> <li>• Edit Capitals</li> <li>• Edit End Punctuation</li> <li>• Edit Calendar Capitals</li> <li>• Edit Commas</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Editing</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE USAGE</b>		
1.LU The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">The Little Red Hen</a></li> </ul>
<b>1.LU.1 Grammar</b>		
A. Produce and expand simple sentences, including a noun, verb, and adjective.	<ul style="list-style-type: none"> <li>• Songs: Apostrophe Pig; Nouns; It Happened Yesterday; Verbs</li> <li>• Book: I Can't Wait</li> <li>• Nouns</li> <li>• Possessive Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Simple and Compound Sentences</a></li> </ul>
B. For regular plural nouns orally by adding 's' or 'es' sound.	<ul style="list-style-type: none"> <li>• Songs: More Than One; Nouns; What Is a Sentence?</li> <li>• Nouns</li> <li>• Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Singular and Plural Nouns</a></li> </ul>
C. Use personal and possessive pronouns to represent nouns.	<ul style="list-style-type: none"> <li>• Songs: Pronouns; Apostrophe Pig</li> <li>• Pronouns</li> <li>• Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pronouns</a></li> </ul>
D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Adjectives</a></li> </ul>
E. Form and use simple verb tenses (past, present, and future) for regular verbs.	<ul style="list-style-type: none"> <li>• Songs: It Happened Yesterday; Verbs</li> <li>• Book: I Can't Wait</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Verbs</a></li> </ul>
F. Use proper verb tense and correct subject-verb agreement.	<ul style="list-style-type: none"> <li>• Songs: It Happened Yesterday; Verbs</li> <li>• Book: I Can't Wait</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Verbs</a></li> </ul>
G. Use articles correctly (e.g., a, an, the).	<ul style="list-style-type: none"> <li>• Power Word</li> <li>• Spelling Scramble Intro</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Determiners</a></li> </ul>
H. Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Simple and Compound Sentences</a></li> </ul>



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.LU.2 Mechanics</b>		
A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Capitalization</a></li> </ul>
B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Punctuation</a></li> </ul>
C. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.	<ul style="list-style-type: none"> <li>Song: Double the Fun</li> <li>Double the Fun</li> <li>Spell and Blend</li> <li>Say and Trace</li> <li>Build __ Syllable Words (CVC; Consonant+le; Vowel Team; r-Controlled)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Spelling-sound Correspondences</a></li> </ul>
<b>COMMUNICATION AND MULTIMODAL LITERACIES</b>		
<b>1.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>		
<b>1.C.1 Communication, Listening, and Collaboration</b>		
<i>A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:</i>		
i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).		<ul style="list-style-type: none"> <li><a href="#">Class Discussion</a></li> <li><a href="#">The Gingerbread Man</a></li> </ul>
ii. Respectfully building on others' ideas and expressing their own clearly.		<ul style="list-style-type: none"> <li><a href="#">Conversation Building</a></li> </ul>
iii. Asking questions to seek help, get information, or clarify information for further understanding.		<ul style="list-style-type: none"> <li><a href="#">Ask Questions</a></li> </ul>
iv. Expressing ideas and needs in complete sentences.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.C.2 Speaking and Presentation of Ideas</b>		
A. Describe people, places, things, and events with relevant details and using appropriate vocabulary.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Adjectives</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Use Relevant Details to Express Ideas and Feelings</a></li> </ul>
B. Speak audibly with appropriate pacing, prosody, and voice level.		<ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> </ul>
C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.		<ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> <li>• <a href="#">Ask Questions</a></li> </ul>
D. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• First, Next, Last</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Retelling</a></li> <li>• <a href="#">The Little Red Hen</a></li> <li>• <a href="#">The Gingerbread Man</a></li> <li>• <a href="#">Goldilocks and the Three Bears</a></li> </ul>
<b>1.C.3 Integrating Multimodal Literacies</b>		
**Standards related to Integrating Multimodal Literacies are introduced in Grade Two.		
<b>1.C.4 Examining Media Messages</b>		
**Standards related to Examining Media Messages are introduced in Grade Four.		
<b>RESEARCH</b>		
<b>1.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.</b>		
<b>1.R.1 Evaluation and Synthesis of Information</b>		
A. With prompting and support, generate research questions related to a given topic.		<ul style="list-style-type: none"> <li>• <a href="#">Gathering Additional Information Through Questions</a></li> <li>• <a href="#">Animal Bodies</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.R.1 Evaluation and Synthesis of Information <i>continued</i></b>		
B. Locate and collect information related to the given topic from pictures, texts, people, or provided sources.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Pulling Information from a Picture or Text</a></li> <li><a href="#">Animal Bodies</a></li> </ul>
C. Use templates to organize the information collected (e.g., charts, graphs).	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Finding Key Information</a></li> <li><a href="#">Animal Bodies</a></li> </ul>
D. Use drawing, writing, or dictation to record facts and information collected from research.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li><a href="#">Animal Bodies</a></li> </ul>
E. In small or large group settings, informally share recorded information collected from research.		<ul style="list-style-type: none"> <li><a href="#">Recalling Information</a></li> <li><a href="#">Class Discussion</a></li> <li><a href="#">The Little Red Hen</a></li> <li><a href="#">The Gingerbread Man</a></li> <li><a href="#">Goldilocks and the Three Bears</a></li> </ul>
<b>GRADE 2</b>		
<b>FOUNDATIONS FOR READING</b>		
<b>2.FFR.1 See Kindergarten for standards that address Print Concepts.</b>		
<b>2.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).</b>		
A. Isolate sounds in four and five phoneme words.	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Phoneme Segmentation</li> <li>Where Is the Sound?</li> </ul>	
B. Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).	<ul style="list-style-type: none"> <li>Blend Decodable Words</li> <li>Blend Every Sound</li> <li>Blend Individual Phonemes</li> <li>Blend Onset/Rime</li> <li>Blend Phonemes</li> <li>Spell and Blend</li> </ul>	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling) <i>continued</i>.</b>		
C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).	<ul style="list-style-type: none"> <li>• Blend Decodable Words</li> <li>• Blend Every Sound</li> <li>• Blend Individual Phonemes</li> <li>• Blend Phonemes</li> <li>• Spell and Blend</li> <li>• Phoneme Segmentation</li> </ul>	
<b>2.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.</b>		
A. Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV)	<ul style="list-style-type: none"> <li>• Decode ___ Syllable Words (CVC; Open; Open &amp; Closed; Consonant+le; Vowel Team; Split Vowels; Multisyllabic)</li> <li>• Decode Using the Six Syllable Types</li> <li>• Build ___ Syllable Words (CVC; Consonant+le; Vowel Team; r-Controlled)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Two-syllable Letter Patterns</a></li> </ul>
B. Decode and encode words with vowel teams and r-controlled vowels.	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Build r-Controlled Syllable Words</li> <li>• Readable Word Play</li> <li>• Make and Spell</li> <li>• All-Star Spelling</li> <li>• Spelling Exploration</li> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Two-syllable Letter Patterns</a></li> </ul>
C. Use knowledge of syllabication and syllable types to decode words.	<ul style="list-style-type: none"> <li>• Decode ___ Syllable Words (CVC; Open; Open &amp; Closed; Consonant+le; Vowel Team; Split Vowels; Multisyllabic)</li> <li>• Decode Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Two-syllable Letter Patterns</a></li> </ul>
D. Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.	<ul style="list-style-type: none"> <li>• Songs: Put It at the Front; Put It at the End; Let's Compare</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Comparatives</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Prefix and Suffix</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words <i>continued</i>.</b>		
<p>E. Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.</p>	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Word Recognition</li> <li>• Power Words</li> <li>• Spelling Scramble Intro</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Irregularly Spelled Words</a></li> </ul>
<b>DEVELOPING SKILLED READERS AND BUILDING READING STAMINA</b>		
<b>2.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely (through read alouds) on topics to gain purposeful knowledge and vocabulary.</b>		
<p>A. Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary (Reading Fluency, K-12).</p>	<ul style="list-style-type: none"> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Fluency Check</a></li> </ul>
<p>B. Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).</p>	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reading Check</a></li> </ul>
<p>C. When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> <li>• <a href="#">The Snow Lion</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">The Courage to Learn: The Story of Helen Keller</a></li> <li>• <a href="#">Eyes on the Goal: The Story of Abby Wambach</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely (through read alouds) on topics to gain purposeful knowledge and vocabulary <i>continued</i>.</b>		
D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).	<ul style="list-style-type: none"> <li>• Rusty and Rosy’s Clues</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• <a href="#">Word Recognition</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul>
E. (Reading Strategies, 3-12): Introduced in Grade Three.		
<b>READING AND VOCABULARY</b>		
<b>2. RV The student will systematically build vocabulary and word knowledge based on grade two content and texts heard or read.</b>		
<b>2.RV.1 Vocabulary Development and Word Analysis</b>		
A. Discuss meanings of new words or phrases acquired through conversations and literature.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Using Words</a></li> </ul>
B. Use vocabulary across content areas.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Using Words</a></li> </ul>
C. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, - ed).	<ul style="list-style-type: none"> <li>• Song: Put It at the Front</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Adding Prefixes to Known Words</a></li> </ul>
D. Use the context of a sentence to apply knowledge of homophones.	<ul style="list-style-type: none"> <li>• Songs: Homophone Monkey; There, Their, They’re; To, Too, Two</li> <li>• Homophones</li> <li>• Edit Tricky Spelling</li> </ul>	
E. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.	<ul style="list-style-type: none"> <li>• Songs: Let’s Compare; Put It at the Front; Put It at the End; Large, Larger, Largest</li> <li>• Comparatives</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Using the Root Word to Determine Meaning</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.RV.1 Vocabulary Development and Word Analysis <i>continued</i></b>		
F. Distinguish shades of meaning among verbs and adjectives.	<ul style="list-style-type: none"> <li>• Songs: Synonym Tree; Adjectives Describe; Verbs</li> <li>• Synonyms</li> <li>• Adjectives</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Closely Related Verbs</a></li> </ul>
G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>• <a href="#">Using Words</a></li> </ul>
H. Use newly learned words and phrases in discussions and speaking activities.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Using Words</a></li> </ul>
<b>READING LITERARY TEXT</b>		
<b>2.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts heard or read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale, with a focus on fables/fairytales from a variety of cultures.</b>		
<b>2.RL.1Key Ideas and Plot Details</b>		
A. Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Moral of the Story</a></li> <li>• <a href="#">The Snow Lion: A Chinese Tale</a></li> </ul>
B. Identify a story's central conflict using events from the plot as evidence.		<ul style="list-style-type: none"> <li>• <a href="#">How Characters are Affected by Story Events</a></li> </ul>
C. Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Understanding Characters, Setting, or Plot</a></li> <li>• <a href="#">The Snow Lion: A Chinese Tale</a></li> </ul>
D. Generate predictions about story characters and events using the text.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>	

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.RL.2 Craft and Style</b>		
**Standards that address Craft and Style begin in Grade Three.		
<b>2.RL.3 Integration of Concepts</b>		
A. Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge.	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> </ul>	
B. Recognize dialogue in text and explain how it can reveal characters' thoughts and perspectives.	<ul style="list-style-type: none"> <li>Books: Why Wind and Water Fight; Three Billy Goats Gruff; Bad News Shoes</li> <li>Compare Characters</li> <li>Expression: Quotations</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Point of View</a></li> </ul>
C. Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories).	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Traditional Tales (See titles at end of document.)</li> <li>Compare Characters</li> <li>Map the Story</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Compare and Contrast Narrative</a></li> </ul>
<b>READING INFORMATIONAL TEXT</b>		
<b>2.RI The student will use textual evidence to demonstrate and build knowledge from a variety of grade level complex informational texts heard or read.</b>		
<b>2.RI.1 Key Ideas and Confirming Details</b>		
A. Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text.	<ul style="list-style-type: none"> <li>Map the Story</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Who, What, Where, When, and Why</a></li> <li><a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li><a href="#">The Courage to Learn: The Story of Helen Keller</a></li> </ul>
B. Retell key details of texts that demonstrate an understanding of the main topics of texts.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Identify the Main Topic</a></li> <li><a href="#">The Courage to Learn: The Story of Helen Keller</a></li> <li><a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li><a href="#">Taking Flight: The Story of Bessie Coleman</a></li> </ul>
C. Differentiate facts from opinions within a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">The Watermelon Seed</a></li> </ul>



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.RI.2 Craft and Style</b>		
A. Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information.	<ul style="list-style-type: none"> <li>• Reading Detective</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Locating Key Facts</a></li> <li>• <a href="#">Consulting Reference Materials</a></li> </ul>
B. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Identify the Main Purpose of a Text</a></li> </ul>
<b>2.RI.3 Integration of Concepts</b>		
A. Use prior (experience) and background (content) knowledge as context for new learning.		<ul style="list-style-type: none"> <li>• <a href="#">Identify Real-life Connections</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> </ul>
B. Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> <li>• Books: Louis Braille and Seeing Fingers</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Compare and Contrast Informational</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> </ul>
C. Describe the interactions between two individuals, events, ideas, or pieces of information in texts.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Connection Between Events</a></li> </ul>
<b>FOUNDATIONS FOR WRITING</b>		
<b>2.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.</b>		
<b>2.FFW.1 Handwriting</b>		
A. Maintain legible printing and begin to make the transition to cursive.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
B. Begin to write capital and lowercase letters of the alphabet in cursive.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Print All Upper- and Lowercase Letters</a></li> </ul>
C. Begin to sign his/her first and last names.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Print All Upper- and Lowercase Letters</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.FFW.2 Spelling</b>		
<p>A. Use phoneme-grapheme (sound/symbol correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce), vowel teams, and r-controlled vowels.</p>	<ul style="list-style-type: none"> <li>• Decode ___ Syllable Words (CVC; Open; Open &amp; Closed; Consonant+le; Vowel Team; Split Vowels; Multisyllabic)</li> <li>• Decode Using the Six Syllable Types</li> <li>• Identify r-Controlled Vowel Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound Correspondences</a></li> </ul>
<p>B. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words.</p>	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters</li> <li>• Power Words</li> <li>• Spell and Blend</li> <li>• Spelling Exploration</li> <li>• Make and Spell</li> <li>• All-Star Spelling</li> <li>• Word Pattern Spelling</li> <li>• Build ___ Syllable Words (CVC; Consonant+le; Vowel Team; r-Controlled)</li> <li>• Spell Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Two-syllable Letter Patterns</a></li> </ul>
<p>C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.</p>	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Readable Word Play</li> <li>• Make and Spell</li> <li>• All-Star Spelling</li> <li>• Spelling Exploration</li> <li>• Word Recognition</li> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> <li>• Build ___ Syllable Words (CVC; Consonant+le; Vowel Team; r-Controlled)</li> <li>• Spell Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Learned spelling patterns</a></li> <li>• <a href="#">Spelling-sound Correspondences</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING</b>		
<b>2.W The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.</b>		
<b>2.W.1 Modes and Purposes for Writing</b>		
A. Write narratives that recount a well-elaborated event or short sequence of events and include details about the events and characters and use of time-related words to signal the event sequence.	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing Narratives</a></li> </ul>
B. Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples.	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing with Facts</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> </ul>
C. Write opinion pieces on topics or texts that support a point of view with reasons.	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing with Opinions</a></li> <li>• <a href="#">I Met a Monster</a></li> </ul>
D. Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.		<ul style="list-style-type: none"> <li>• <a href="#">Writing with Facts</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul>
<b>2.W.2 Organization and Composition</b>		
<i>A. Engage in writing as 4a process to plan writing based on purpose and genre. This includes:</i>		
i. Writing a clear topic sentence focusing on the main idea.	<ul style="list-style-type: none"> <li>• Revise: Start Sentences Differently; Add Details; Use Interesting Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Simple and Compound Sentences</a></li> </ul>
ii. Identifying the audience and purpose of the writing.		<ul style="list-style-type: none"> <li>• <a href="#">Identify the Main Purpose of a Text</a></li> <li>• <a href="#">Poetry Book 1</a></li> <li>• <a href="#">Eyes on the Goal: The Story of Abby Wambach</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>A. Engage in writing as 4a process to plan writing based on purpose and genre. This includes: continued</i>		
iii. Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre.	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Identify the Main Purpose of a Text</a></li> <li>• <a href="#">Poetry Book 1</a></li> <li>• <a href="#">Eyes on the Goal: The Story of Abby Wambach</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> <li>• <a href="#">I Met a Monster</a></li> <li>• <a href="#">The Snow Lion: A Chinese Tale</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">The Courage to Learn: The Story of Helen Keller</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> </ul>
iv. Providing a concluding statement or section.	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Courage to Learn: The Story of Helen Keller</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> <li>• <a href="#">The Snow Lion: A Chinese Tale</a></li> <li>• <a href="#">I Met a Monster</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul>
<b>2.W.3 Usage and Mechanics</b>		
A. With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.	<ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">I Met a Monster</a></li> </ul>
B. With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).	<ul style="list-style-type: none"> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">I Met a Monster</a></li> </ul>
<b>LANGUAGE USAGE</b>		
<b>2.LU The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b>		
<b>2.LU.1 Grammar</b>		
A. Produce and expand complete sentences, both simple and compound.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Simple and Compound Sentences</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.LU.1 Grammar <i>continued</i></b>		
B. Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.	<ul style="list-style-type: none"> <li>Song: Pronouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Reflexive Pronouns</a></li> </ul>
C. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth).	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Nouns</li> <li>Nouns</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Irregular Plural Nouns</a></li> </ul>
D. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).	<ul style="list-style-type: none"> <li>Power Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Conjunctions</a></li> </ul>
E. Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went).	<ul style="list-style-type: none"> <li>Songs: Irregular Verbs; It Happened Yesterday</li> <li>Irregular Verbs</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Past Tense Irregular Verbs</a></li> </ul>
F. Use subject-verb agreement in simple sentences.	<ul style="list-style-type: none"> <li>Revise: Start Sentences Differently; Add Details; Use Interesting Words</li> </ul>	
G. Use common abbreviations.	<ul style="list-style-type: none"> <li>Spelling Scramble Intro: Mr.</li> </ul>	
H. Use contractions and singular possessives.	<ul style="list-style-type: none"> <li>Contraction Action</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Apostrophes</a></li> </ul>
I. Eliminate double negatives when speaking.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	
<b>2.LU.2 Mechanics</b>		
A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Punctuation</a></li> </ul>
B. Use commas in salutation and closing of a letter.	<ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma</li> <li>Edit Commas</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Commas</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>2.LU.2 Mechanics continued</i>		
C. Generalize learned spelling patterns when writing words.	<ul style="list-style-type: none"> <li>• Song: Double the Fun</li> <li>• Double the Fun</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Build __ Syllable Words (CVC; Consonant+le; Vowel Team; r-Controlled)</li> <li>• Spell Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Learned Spelling Patterns</a></li> </ul>
<b>COMMUNICATIONS AND MULTIMODAL LITERACIES</b>		
<b>2.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>		
<b>2.C.1 Communication, Listening, and Collaboration</b>		
<i>A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:</i>		
i. Listening actively and following agreed upon rules for participating in discussions.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	<ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> <li>• <a href="#">Eyes on the Goal: The Story of Abby Wambach</a></li> </ul>
ii. Respectfully building on others' ideas and expressing their own clearly.		<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> </ul>
iii. Asking and responding to questions that acquire or confirm information on a topic.		<ul style="list-style-type: none"> <li>• <a href="#">Ask Questions</a></li> </ul>
iv. Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	<ul style="list-style-type: none"> <li>• <a href="#">Gathering Additional Information Through Questions</a></li> </ul>
<b>2.C.2 Speaking and Presentation of Ideas</b>		
<i>A. Use topic specific language and vocabulary to communicate ideas.</i>		
i. Speak audibly with appropriate pacing, prosody, and voice level.		<ul style="list-style-type: none"> <li>• <a href="#">Uses of English</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul>
ii. Engage the audience by asking and/or responding to questions.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Ask Questions</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.C.2 Speaking and Presentation of Ideas <i>continued</i></b>		
B. Create and participate in oral language activities that include oral storytelling and dramatics.		<ul style="list-style-type: none"> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> </ul>
C. Retell information in an organized manner, focused on a key topic or experience.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Identifying the main topic</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> </ul>
<b>2.C.3 Integrating Multimodal Literacies</b>		
A. Create a simple presentation using multimodal tools that enhance the topic or presentation.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	<ul style="list-style-type: none"> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> </ul>
<b>2.C.4 Examining Media Messages</b>		
**Standards related to Examining Media Messages are introduced in Grade Four.		
<b>RESEARCH</b>		
2.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.		<ul style="list-style-type: none"> <li>• <a href="#">Collaborative Writing</a></li> <li>• <a href="#">Recalling Information</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul>
<b>2.R.1 Evaluation and Synthesis of Information</b>		
A. Identify a topic and generate questions to explore the topic.		<ul style="list-style-type: none"> <li>• <a href="#">Gathering Additional Information Through Questions</a></li> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul>
B. Locate information in reference texts, electronic resources, interviews, or provided sources.		<ul style="list-style-type: none"> <li>• <a href="#">Gathering Additional Information Through Questions</a></li> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.R.1 Evaluation and Synthesis of Information <i>continued</i></b>		
C. Use templates to organize the information collected (e.g., charts, graphs).		<ul style="list-style-type: none"> <li>• <a href="#">Gathering Additional Information Through Questions</a></li> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> </ul>
D. Record information on sources using own words, organizing evidence into provided categories.		<ul style="list-style-type: none"> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> </ul>
E. Share information orally in writing, or through visual display, avoiding plagiarism and using own words.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul>



## 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](http://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](http://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).