

# CURRICULUM *Correlation*

*Waterford  
Reading Academy*

**100%**

*Oklahoma  
Academic  
Standards:  
English  
Language Arts  
2021*

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

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| OKLAHOMA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>KINDERGARTEN</b>  |  |  |
| <b>STANDARD 1: Listening and Speaking: Students will listen and speak effectively in a variety of situations.</b>  |  |  |
| Listening: Students will develop and apply effective communication skills through active listening.  |  |  |
| K.1.L.1 Students will actively listen using agreed-upon discussion rules with prompting.   |  | <ul style="list-style-type: none"> <li>• <a href="#">Speaking and Listening</a></li> </ul>   |
| K.1.K.2 Students will follow simple one- and two-step oral directions.   | While interacting with Waterford, children listen to and follow multi-step directions. |  |
| Speaking: Students will develop and apply effective communication skills to share ideas through speaking.  |  |  |
| K.1.S.1 Students will work respectfully with peers with prompting.   |  | <ul style="list-style-type: none"> <li>• <a href="#">Speaking and Listening</a></li> <li>• <a href="#">The Watermelon Seed</a></li> </ul>                                |
| K.1.S.3 Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting. |  | <ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> <li>• <a href="#">Mine</a></li> <li>• <a href="#">The Watermelon Seed</a></li> </ul> |
| K.1.S.3 Students will ask and answer relevant questions with prompting.  |  | <ul style="list-style-type: none"> <li>• <a href="#">Clarifying Information</a></li> <li>• <a href="#">Mine</a></li> <li>• <a href="#">Seeing Fingers</a></li> </ul>     |
| K.1.S.4 Students will orally describe personal interests or tell stories to peers and adults using agreed-upon rules (e.g., taking turns, staying on topic).                           |  | <ul style="list-style-type: none"> <li>• <a href="#">Describing Things</a></li> <li>• <a href="#">Mine</a></li> </ul>  |
| <b>STANDARD 2: Reading and Writing Foundations: Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>           |  |  |
| Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.                   |  |  |
| K.2.PA.1 Students will count one-syllable and multisyllabic spoken words in a sentence (e.g., I see an elephant.).   | <ul style="list-style-type: none"> <li>• Segment Spoken Sentences</li> </ul>           |  |

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| Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text <i>continued</i> . |   |   |
| K.2.PA.2 Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word.  | <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Rhyme With Me</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document)</li> </ul> |   |
| K.2.PA.3 Students will isolate and pronounce initial and final sounds in spoken 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> </ul>  |   |
| K.2. PA.4 Students will count, segment, and blend syllables in spoken words.   | <ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Blend Spoken Syllables</li> </ul>   |   |
| K.2.PA.5 Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: /j/ + og = jog; segmenting: cat = /c/+ at).                                      | <ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> <li>• Segment Onset/Rime</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Single Syllable Letter Patterns</a></li> </ul> |
| K.2.PA.6 Students will blend phonemes to form one-syllable spoken words with 2-4 phonemes (e.g., /f/ /l/ /a/ /t/= flat).   | <ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Blend Individual Phonemes</li> <li>• Find the Picture</li> </ul>   |   |
| K.2.PA.7 Students will segment phonemes in one-syllable spoken words with 2-4 phonemes (e.g., flat = /f/ /l/ /a/ /t/).   | <ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> <li>• Segment Onset/Rime</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Segmenting Words</a></li> </ul>                |

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| <b>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.</b>   |  |  |
| K.2.PC.1 Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.   | <ul style="list-style-type: none"> <li>Words in Your World</li> </ul>  |  |
| K.2.PC.2 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.  | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.                                  | <ul style="list-style-type: none"> <li><a href="#">Identifying the Author and Illustrator</a></li> </ul> |
| K.2.PC.3 Students will recognize that print moves from top to bottom, left to right, and front to back.   | All 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>                        |
| K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces  | <ul style="list-style-type: none"> <li>Print Concepts</li> <li>Letters Make Words</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Understanding Spaces in Print</a></li> </ul>          |
| K.2.PC.5 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark) with prompting. | <ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Sentence Features</a></li> </ul>                      |
| K.2.PC.6 Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.  | <ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Name Game</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Printing Upper and Lowercase</a></li> </ul>           |

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| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.   |  |   |
| K.2.PWS.1 Students will name all uppercase and lowercase letters.   | <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letters Introduction</li> <li>• Letter Match</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>     |
| K.2.PWS.2 Students will sequence the letters of the alphabet.   | <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letters Introduction</li> </ul>  |   |
| K.2.PWS.3 Students will produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ & /ā/, f = /f/, s = /s/, x = /ks/).                      | <ul style="list-style-type: none"> <li>• Songs: Mama Squirrel’s Sound Song; Apples and Bananas; Old MacDonald Has Some Vowels; Consonants</li> <li>• Sound Song</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Choose a Sound</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Major Vowels</a></li> </ul>                    |
| K.2.PWS.4 Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words (e.g., VC words = at, in, up; CVC words = pat, hen, lot). | <ul style="list-style-type: none"> <li>• Blending</li> <li>• Blend Every Sound</li> <li>• Blend Decodable Words</li> <li>• Blending Dragon</li> <li>• Letter Sound</li> <li>• Blend Individual Phonemes</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Single Syllable Letter Patterns</a></li> </ul> |

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| <b>Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>                        |   |  |
| K.2.SE.1 Students will represent major consonants logically in phonetic spelling (e.g., “lefnt” for elephant or “apl” for apple).  | <ul style="list-style-type: none"> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Name That Letter Sound</li> </ul>                                     | <ul style="list-style-type: none"> <li>• <a href="#">Simple Phonetic Spelling</a></li> </ul> |
| K.2.SE.2 Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., “kat” for cat or “fer” for fur).                    | <ul style="list-style-type: none"> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Name That Letter Sound</li> <li>• Build CVC Syllable Words</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Simple Phonetic Spelling</a></li> </ul> |
| <b>Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.</b>  |   |  |
| K.2.F.1 Students will read their first and last name in print.   | <ul style="list-style-type: none"> <li>• Name Game</li> </ul>   |  |
| K.2.F.2 Students will recite familiar texts (e.g., rhymes, songs, poetry, etc.).   | <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Decodable Books<br/>(See titles at end of document.)</li> </ul>  |  |
| K.2.F.3 Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity. | <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Decodable Books<br/>(See titles at end of document.)</li> <li>• Power Word</li> <li>• Spelling Scramble Intro</li> </ul>                                     |  |

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| <b>STANDARD 2: Reading and Writing Process: Students will use a variety of recursive reading and writing processes.</b>        |   |   |
| Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.      |   |   |
| K.2.R.1 Students will identify the topic or main idea with a supporting detail of a text with prompting.                       | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Sum Up: Five W's</li> <li>• Sum Up: Remember Order</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Identify Main Topic</a></li> <li>• <a href="#">Mine</a></li> </ul>                 |
| K.2.R.2 Students will discriminate between fiction and nonfiction text with prompting.   | <ul style="list-style-type: none"> <li>• Print Concepts Introduction</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Types of Text</a></li> </ul>   |
| K.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story with prompting.                          | <ul style="list-style-type: none"> <li>• Sum Up: Remember Order</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> |
| K.2.R.4 Students will begin to retell facts and details from an informational text.  | <ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Sum up: Five Ws</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Key Details Informational</a></li> <li>• <a href="#">Seeing Fingers</a></li> </ul> |
| Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing. |   |   |
| K.2.W.1 Students will express themselves through drawing and emergent writing.   | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.   | <ul style="list-style-type: none"> <li>• <a href="#">Expressing Ideas Through Pictures</a></li> </ul>                                   |
| K.2.W.2 Students will sequence the action or details of stories/texts with prompting.  | <ul style="list-style-type: none"> <li>• First, Next, and Last</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Writing Narratives</a></li> </ul>  |
| K.2.W.3 Students will use appropriate spacing between letters and words in emergent 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>                                       |
| K.2.W.4 Students will add to their drawing and emergent writing.   | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.   | <ul style="list-style-type: none"> <li>• <a href="#">Expressing Ideas Through Pictures</a></li> </ul>                                   |
| K.2.W.5 Students will share their stories/texts with authentic audiences   |   | <ul style="list-style-type: none"> <li>• <a href="#">Speaking to Express Ideas</a></li> </ul>   |



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| <b>STANDARD 3: Critical Reading and Writing: Students will apply critical thinking skills to reading and writing.</b>  |  |   |
| Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres. |  |   |
| K.3.R.1 Students will describe the roles of an author and illustrator in various texts.  | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.  | <ul style="list-style-type: none"> <li>• <a href="#">Identifying the Author and Illustrator</a></li> </ul>  |
| K.3.R.2 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.                         | <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Identify Story Elements</a></li> <li>• <a href="#">Seeing Fingers</a></li> </ul>   |
| K.3.R.3 Students will describe characters and setting in a story with prompting.   | <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Look At Details</li> <li>• Sum Up: Five Ws</li> <li>• Picture Clues</li> <li>• Find an Answer</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Identify Story Elements</a></li> <li>• <a href="#">Seeing Fingers</a></li> </ul>   |
| Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.   |  |   |
| K.3.W Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting.   | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li>• <a href="#">Jose Three</a></li> <li>• <a href="#">Mine</a></li> <li>• <a href="#">Writing Narratives</a></li> <li>• <a href="#">Writing with Opinions</a></li> <li>• <a href="#">Writing With Facts</a></li> </ul> |
| <b>STANDARD 4: Vocabulary: Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>   |  |   |
| Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.  |  |   |
| K.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting.   | <ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Same and Different</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Make Comparisons</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Common Object Sorting</a></li> </ul>   |
| K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.   | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Clues</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unknown Words</a></li> <li>• <a href="#">The Watermelon Seed</a></li> </ul>  |

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| <b>Reading:</b> Students will expand their grade-level vocabularies through reading, word study, and class discussion <i>continued</i> .  |   |   |
| K.4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge.  | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.  | <ul style="list-style-type: none"> <li>• <a href="#">Unknown Words</a></li> </ul>         |
| <b>Writing:</b> Students will apply knowledge of vocabulary to speak and write effectively.   |   |   |
| K.4.W.1 Students will use new vocabulary to 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> </ul>    |
| K.4.W.2 Students will use language according to purpose in shared writing experiences   | Activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.   | <ul style="list-style-type: none"> <li>• <a href="#">Collaborative Writing</a></li> </ul> |
| <b>STANDARD 5: Language: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>  |   |   |
| <b>Reading:</b> Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.  |   |   |
| K.5.R.1 Students will recognize simple sentences with prompting.  | <ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Complete Sentences</a></li> </ul>    |
| K.5.R.2 Students will recognize parts of speech in sentences with prompting:<br>-concrete objects as persons, places, or things (i.e., nouns)<br>-words as actions (i.e., verbs)<br>-color and size adjectives<br>-the pronoun I<br>-spatial and time relationships such as up, down, before, and after | <ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; Adjectives Describe; Pronouns; Position Cat; Monster Trucks; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• First, Middle, Last</li> <li>• Top, Beside, and Bottom</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Above, Below, Next to, On</li> </ul> |   |

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| <b>Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b> |  |   |
| K.5.W.1 Students will begin to compose simple sentences that begin with a capital letter and conclude with an end mark.   | <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="#">Capitalization</a></li> <li>• <a href="#">Punctuation</a></li> </ul> |
| K.5.W.2 Students will capitalize their first name and the pronoun I with prompting.   | <ul style="list-style-type: none"> <li>• Song: Capital Letters</li> <li>• Name Game</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Capitalization</a></li> </ul>  |
| K.5.W.3 Students will recognize and begin to use periods, question marks, and exclamation points.   | <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>   |
| <b>STANDARD 6: Research: Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>  |  |   |
| <b>Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>  |  |   |
| K.6.R.1 Students will identify relevant pictures, charts, grade-level texts, or people as sources of information on a topic of interest.  | <ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Recalling Information</a></li> </ul>                                 |
| K.6.R.2 Students will identify and use graphic and text features to understand texts:<br>-photos<br>-illustrations<br>-titles   | <ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Build Knowledge</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>Writing: Students will synthesize information ethically through speaking and writing.</b>  |  |   |
| K.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.   | <ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Recalling Information</a></li> </ul>                                 |
| K.6.W.2 Students will find information from provided sources during group research with prompting.  | <ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Recalling Information</a></li> </ul>                                 |
| K.6.W.3 Students will share relevant information for various purposes with prompting  |  | <ul style="list-style-type: none"> <li>• <a href="#">Describing Things</a></li> </ul>                                     |

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| <b>STANDARD 7: Multimodal Literacies: Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b> |  |   |
| Reading: Students will comprehend and evaluate multimodal content.  |  |   |
| K.7.R Students will explore ideas and topics in multimodal content.   | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <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="#">Clarifying Information</a></li> </ul>            |
| Writing: Students will create multimodal content to communicate effectively.  |  |   |
| K.7.W Students will combine movement with relevant props, images, or illustrations to support their writing and speaking.   | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li>• <a href="#">Expressing Ideas Through Pictures</a></li> </ul> |
| <b>STANDARD 8: Independent Reading and Writing: Students will read and write independently for a variety of purposes and periods of time.</b>                     |  |   |
| Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.                        |  |   |
| K.8.R Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.                                      | Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors. |   |
| Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.   |  |   |
| K.8.W Students will express their ideas using a combination of drawing and emergent writing with prompting.   | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li>• <a href="#">Expressing ideas through pictures</a></li> </ul> |
| <b>GRADE 1</b>  |  |   |
| <b>STANDARD 1: Listening and Speaking: Students will listen and speak effectively in a variety of situations.</b>   |  |   |
| Listening: Students will develop and apply effective communication skills through active listening.   |  |   |
| 1.1.L.1 Students will actively listen using agreed-upon discussion rules.   |  | <ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> </ul>                  |
| 1.1.L.2 Students will follow simple two- and three-step oral directions.  | While interacting with Waterford, children listen to and follow multi-step directions.   |   |

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| <b>Speaking: Students will develop and apply effective communication skills to share ideas through speaking.</b>   |  |  |
| 1.1.S.1 Students will work respectfully with peers.  |  | <ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> <li>• <a href="#">The Ugly Duckling</a></li> <li>• <a href="#">Goldilocks and the Three Bears</a></li> </ul>      |
| 1.1.S.2 Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups.                 |  | <ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> <li>• <a href="#">The Ugly Duckling</a></li> <li>• <a href="#">Goldilocks and the Three Bears</a></li> </ul> |
| 1.1.S.3 Students will ask and answer relevant questions to seek help or get information to confirm understanding.  |  | <ul style="list-style-type: none"> <li>• <a href="#">Gathering Additional Information Through Questions</a></li> </ul>   |
| 1.1.S.4 Students will orally describe people, places, things, and events with relevant details expressing their ideas.   |  | <ul style="list-style-type: none"> <li>• <a href="#">Use Relevant Details to Express Ideas and Feelings</a></li> </ul>   |
| <b>STANDARD 2: Reading and Writing Foundations: Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b> |  |  |
| <b>Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</b>  |  |  |
| 1.2.PA.1 Students will count, segment, blend, and delete syllables in spoken words.  | <ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Blend Spoken Syllables</li> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Syllable Deletion With Compound Words</li> </ul> |  |
| 1.2.PA.2 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ at = chat).   | <ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Segment Onset/Rime</li> </ul>  |  |
| 1.2.PA.3 Students will isolate and pronounce medial sounds in spoken words.  | <ul style="list-style-type: none"> <li>• Phoneme Substitution: Medial Sound</li> <li>• Where Is the Sound?</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Segmenting Words</a></li> </ul>   |

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| <b>Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text <i>continued</i>.</b>   |   |  |
| 1.2.PA.4 Students will blend phonemes to form spoken words with 4-6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = string).  | <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Blending Riddles</li> <li>• Blend Every Sound (Phonemes)</li> </ul>        | <ul style="list-style-type: none"> <li>• <a href="#">Form Words by Blending Sounds</a></li> </ul>  |
| 1.2.PA.5 Students will segment phonemes in spoken words with 4-6 phonemes into individual phonemes (e.g., string = /s/ /t/ /r/ /i/ /ng/).  | <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> |
| 1.2.PA.6 Students will add, delete, and substitute phonemes in one-syllable spoken words with 3-5 phonemes (e.g., add /c/ to the beginning of at to say cat; delete the /p/ from pin, to say in; substitute the /o/ in stop with /e/ to say step). | <ul style="list-style-type: none"> <li>• Phoneme Substitution</li> <li>• Phoneme Eliminator</li> <li>• One, Two, Three Sounds</li> </ul>      |  |
| <b>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.</b>  |   |  |
| 1.2.PC.1 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).   | <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>              |
| 1.2.PC.2 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.   | All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion.               | <ul style="list-style-type: none"> <li>• <a href="#">Understanding Spaces in Print</a></li> </ul>  |

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| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.        |   |   |
| 1.2.PWS.1 Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: | <ul style="list-style-type: none"> <li>• Songs: Blends: Consonants Together; Sneaky Magic E</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Key Word Screening</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Single Syllable Letter Patterns</a></li> </ul> |
| 1.2.PWS.1a. single consonants (e.g., b = /b/, f = /f/, t = /t/)  | <ul style="list-style-type: none"> <li>• Song: Mama Squirrel's Sound</li> <li>• Sound Song</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Letter Sound Screening</li> </ul>   |   |
| 1.2.PWS.1b. short vowel sounds (i.e., ä, ě, ĭ, ō, ŭ)   | <ul style="list-style-type: none"> <li>• Songs: Apples and Bananas; Old MacDonald Has Some Vowels</li> </ul>  |   |
| 1.2.PWS.1c. consonant blends (e.g., bl, br, cr)  | <ul style="list-style-type: none"> <li>• Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where is a Whale?</li> <li>• Word Mastery</li> <li>• Pattern Hunt</li> <li>• Word Blending</li> <li>• Say and Trace</li> </ul>   |   |
| 1.2.PWS.1d. consonant digraphs and trigraphs (e.g., sh, tch)   | <ul style="list-style-type: none"> <li>• Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Where is a Whale?</li> <li>• Word Mastery</li> <li>• Sound Room-Digraphs</li> <li>• Pattern Hunt</li> <li>• Name That Sound</li> <li>• Word Pattern</li> <li>• Word Blending</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound Correspondences</a></li> </ul>  |
| 1.2.PWS.1e. vowel-consonant-silent e (e.g., lake)  | <ul style="list-style-type: none"> <li>• Song: Sneaky Magic E</li> <li>• Word Pattern</li> <li>• Word Blending</li> <li>• Spell and Blend</li> <li>• Key Word Screening</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Long Vowel Words Ending in E</a></li> </ul>    |
| 1.2.PWS.1f. r-controlled vowels (i.e., ar, er, ir, or, ur)   | <ul style="list-style-type: none"> <li>• Song: Bossy Mr. R</li> <li>• Identify r-Controlled Vowel Words</li> </ul>  |   |

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| <b>Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued</i>.</b> |  |  |
| 1.2.PWS.1g. vowel digraphs (e.g., ea, oa, ee)   | <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>• Pattern Hunt</li> <li>• Word Blending</li> <li>• Key Word Screening</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Long Vowel Words Ending in E</a></li> </ul> |
| 1.2.PWS.2 Students will decode words by applying knowledge of syllable types in one-syllable words:   | <ul style="list-style-type: none"> <li>• Decode Using the Six Syllable Types</li> <li>• Decode Syllable Words</li> </ul>   |  |
| 1.2.PWS.2a. closed  | <ul style="list-style-type: none"> <li>• Decode CVC Syllable Words</li> <li>• Decode Open and Closed Syllable Words</li> </ul>   |  |
| 1.2.PWS.2b. open  | <ul style="list-style-type: none"> <li>• Decode Open Syllable Words</li> <li>• Decode Open and Closed Syllable Words</li> </ul>  |  |
| 1.2.PWS.3 Students will decode words by applying knowledge of structural analysis:  | <ul style="list-style-type: none"> <li>• Songs: Put It at the Front; Put It at the End</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Decode Syllable Words</li> </ul>   |  |
| 1.2.PWS.3a. compound words  | <ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Syllable Deletion With Compound Words</li> <li>• Identify Compound Words</li> </ul>   |  |
| 1.2.PWS.3b. inflectional endings (e.g., -s, -ed, -ing)  | <ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare</li> <li>• Suffixes</li> <li>• Comparatives</li> </ul>                              | <ul style="list-style-type: none"> <li>• <a href="#">Inflectional Endings</a></li> </ul>         |



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| Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills. |  |  |
| 1.2.SE.1 Students will use correct spelling when writing the following sounds in words:  | <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Spelling Patterns</li> <li>• All-star Spelling</li> <li>• Spelling Scramble</li> <li>• Make and Spell</li> <li>• Spelling Exploration</li> <li>• Word Pattern Spelling</li> </ul>   |  |
| 1.2.SE.1a. consonants  | <ul style="list-style-type: none"> <li>• Songs: Mama Squirrel’s Sound Song</li> <li>• Sound Song</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Word Patter Spelling</li> </ul>              | <ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound Correspondences</a></li> </ul> |
| 1.2.SE.1b. short vowels  | <ul style="list-style-type: none"> <li>• Songs: Apples and Bananas; Old MacDonald Has Some Vowels; Mama Squirrel’s Sound Song</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Word Patter Spelling</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound Correspondences</a></li> </ul> |
| 1.2.SE.1c. digraphs  | <ul style="list-style-type: none"> <li>• Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?</li> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Word Patter Spelling</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound Correspondences</a></li> </ul> |

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| <b>Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills <i>continued</i>.</b>   |  |  |
| 1.2.SE.1d. consonant blends  | <ul style="list-style-type: none"> <li>• Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?</li> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Word Patter Spelling</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound Correspondences</a></li> </ul> |
| 1.2.SE.1e. vowel-consonant-silent e  | <ul style="list-style-type: none"> <li>• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Word Patter Spelling</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Long Vowel Words ending in E</a></li> </ul>   |
| 1.2.SE.2 Students will correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words (e.g., the: th- is a common letter/sound correspondence, -e is irregular). | <ul style="list-style-type: none"> <li>• Songs: Strange Spelling; Sneaky Magic E</li> <li>• Book: Moose Are Not Meese</li> <li>• Spelling Scramble</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Inconsistent Words</a></li> </ul>             |
| <b>Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.</b>  |  |  |
| 1.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.  | <ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books</li> <li>• Read-Along Books (See titles at end of document)</li> <li>• Power Word</li> <li>• Word Recognition</li> <li>• Word Mastery</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Irregularly spelled words</a></li> </ul>      |
| 1.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.  | <ul style="list-style-type: none"> <li>• Fluency Speed</li> <li>• Fluency Comprehension</li> <li>• Expression: Exclamations; Quotations; Questions; Pauses; Phrases</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Reading check</a></li> </ul>                  |

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| <b>STANDARD 2: Reading and Writing Process: Students will use a variety of recursive reading and writing processes.</b>  |   |   |
| Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.  |   |   |
| 1.2.R.1 Students will identify the topic or main idea with some supporting details of a text.  | <ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Identify the Main Topic</a></li> <li><a href="#">Story Retelling</a></li> <li><a href="#">Mr. Lucky Straw</a></li> </ul>   |
| 1.2.R.2 Students will discriminate between fiction and nonfiction genres.  | <ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Text (See titles at end of document)</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Information vs. Story</a></li> </ul>   |
| 1.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story.   | <ul style="list-style-type: none"> <li>First, Next, and Last</li> <li>What Comes Next?</li> <li>Sum Up: Remember Order</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> </ul>  |
| 1.2.R.4 Students will retell facts and details from an informational text.   | <ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <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="#">Animal Bodies</a></li> <li><a href="#">I Want to Be a Scientist Like Jane Goodall</a></li> </ul>                                  |
| Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.   |   |   |
| 1.2.W.1 Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.                                   | <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="#">Editing</a></li> </ul>   |
| 1.2.W.2 Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.   | <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> <li><a href="#">The Gingerbread Man</a></li> <li><a href="#">Goldilocks and the Three Bears</a></li> </ul>   |
| 1.2.W.3 Students will revise drafts by adding and/or deleting text.  | <ul style="list-style-type: none"> <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="#">Editing</a></li> </ul>   |
| 1.2.W.4 Students will correctly spell grade-level, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing using resources as needed. | <ul style="list-style-type: none"> <li>Edit Spelling</li> <li>Edit Tricky Spellings</li> <li>Spelling Scramble</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Irregularly Spelled Words</a></li> </ul>   |
| 1.2.W.5 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author’s chair).   | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.   | <ul style="list-style-type: none"> <li><a href="#">Editing</a></li> <li><a href="#">The Little Red Hen</a></li> <li><a href="#">Goldilocks and the Three Bears</a></li> <li><a href="#">Anansi and the Seven Yam Hills</a></li> </ul> |

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| <b>STANDARD 3: Critical Reading and Writing: Students will apply critical thinking skills to reading and writing.</b>   |   |  |
| <b>Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b> |   |  |
| 1.3.R.1 Students will identify the author’s purpose (i.e., tell a story, provide information) with prompting.   | <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>  |
| 1.3.R.2 Students will describe who is telling a story with prompting.   | <ul style="list-style-type: none"> <li>• Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Mr. Lucky Straw</a></li> </ul>  |
| 1.3.R.3 Students will find textual evidence when provided with examples of literary elements:<br>-setting ( i.e., time and place)<br>-main characters and their traits  | <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Sum up: Remember Order</li> <li>• Sum up: Five Ws</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">The Little Red Hen</a></li> <li>• <a href="#">The Gingerbread Man</a></li> <li>• <a href="#">Mr. Lucky Straw</a></li> <li>• <a href="#">Anansi and the Seven Yam Hills</a></li> </ul> |
| 1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.   | <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up, Five W’s</li> <li>• Compare Characters</li> <li>• Map the Story</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Key Details</a></li> <li>• <a href="#">The Gingerbread Man</a></li> <li>• <a href="#">Mr. Lucky Straw</a></li> <li>• <a href="#">Anansi and the Seven Yam Hills</a></li> </ul>        |
| 1.3.R.5 Students will begin to use details from a text to draw conclusions and make predictions.  | <ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> <li>• Find an Answer</li> <li>• Predicting</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Anansi and the Seven Yam Hills</a></li> <li>• <a href="#">Mr. Lucky Straw</a></li> </ul>  |
| 1.3.R.6 Students will begin to locate facts that are clearly stated in a text.  | <ul style="list-style-type: none"> <li>• Reading Detective</li> <li>• Find an Answer</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Locating Key Facts</a></li> <li>• <a href="#">Animal Bodies</a></li> <li>• <a href="#">I Want to Be a Scientist Like Jane Goodall</a></li> </ul>                                      |
| <b>Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>   |   |  |
| 1.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting.   |   | <ul style="list-style-type: none"> <li>• <a href="#">Writing Narratives</a></li> <li>• <a href="#">The Ugly Duckling</a></li> <li>• <a href="#">The Gingerbread Man</a></li> </ul>   |

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| <b>Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences <i>continued</i>.</b> |  |  |
| 1.3.W.2 Students will begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting.     |  | <ul style="list-style-type: none"> <li>• <a href="#">Writing with Facts</a></li> <li>• <a href="#">Animal Bodies</a></li> </ul>      |
| 1.3.W.3 Students will write an opinion about a topic and provide a reason to support the opinion with prompting.                           | <ul style="list-style-type: none"> <li>• Play and Practice: Word Processor</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Writing with Opinions</a></li> </ul>  |
| <b>STANDARD 4: Vocabulary: Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b> |  |  |
| <b>Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>                     |  |  |
| 1.4.R.1 Students will begin to determine relationships among words, including synonyms and antonyms.                                       | <ul style="list-style-type: none"> <li>• Songs: Synonym Tree; Antonym Ant; Verbs; Adjectives Describe</li> <li>• Verbs</li> <li>• Adjectives</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Distinguish Meaning Among Verbs</a></li> </ul>                                  |
| 1.4.R.2 Students will use context clues to determine the meaning of words with prompting.  | <ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Reading Detective</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Word Recognition</a></li> </ul>   |
| 1.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting.                  | <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> </ul>                          |
| 1.4.R.4 Students will begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.     | <ul style="list-style-type: none"> <li>• Reading Detective</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Using Glossaries and Dictionaries</a></li> </ul>                                |
| 1.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.     | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. | <ul style="list-style-type: none"> <li>• <a href="#">Mr. Lucky Straw</a></li> <li>• <a href="#">The Three Little Pigs</a></li> </ul> |

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| <b>Writing: Students will apply knowledge of vocabulary to speak and write effectively.</b>   |  |   |
| 1.4.W.1 Students will use grade-level vocabulary to communicate ideas through speaking and writing.   | Activities provide opportunities for students to communicate using grade-level vocabulary.   | <ul style="list-style-type: none"> <li>• <a href="#">Mr. Lucky Straw</a></li> <li>• <a href="#">The Three Little Pigs</a></li> </ul>  |
| 1.4.W.2 Students will use language in speaking and writing according to purpose with prompting.   | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.  | <ul style="list-style-type: none"> <li>• <a href="#">Mr. Lucky Straw</a></li> <li>• <a href="#">The Three Little Pigs</a></li> </ul>  |
| <b>STANDARD 5: Language: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>  |  |   |
| <b>Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>  |  |   |
| 1.5.R.1 Students will recognize simple sentences.   | <ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>   |   |
| 1.5.R.2 Students will recognize parts of speech in sentences:<br>-nouns as concrete objects (i.e., people, places, and things)<br>-regular plural nouns<br>-present-tense verbs as actions<br>-color, size, and number adjectives<br>-prepositions<br>-the pronouns I, me, you, and we<br>-the conjunctions and, or, and but<br>-the adverbs too and very | <ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Verbs; Adjectives Describe; Preposition Cat; Pronouns; Adverbs</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Pronouns</li> <li>• Adverbs</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Nouns</a></li> <li>• <a href="#">Singular and Plural Nouns</a></li> <li>• <a href="#">Verbs</a></li> <li>• <a href="#">Adjectives</a></li> <li>• <a href="#">Prepositions</a></li> <li>• <a href="#">Pronouns</a></li> <li>• <a href="#">Conjunctions</a></li> <li>• <a href="#">Adjectives and Adverbs</a></li> </ul> |
| <b>Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>   |  |   |
| 1.5.W.1 Students will compose simple sentences that conclude with an end mark.  | <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="#">Punctuation</a></li> <li>• <a href="#">Simple and Compound Sentences</a></li> </ul>  |
| 1.5.W.2 Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.   | <ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Verbs; Adjectives Describe</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Nouns</a></li> <li>• <a href="#">Verbs</a></li> <li>• <a href="#">Adjectives</a></li> </ul>  |

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| <b>Writing:</b> Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate <i>continued</i> . |  |  |
| 1.5.W.3 Students will capitalize the first letter of a sentence, proper names, and months and days of the week.   | <ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Capital Letters; Months of the Year; Days of the Week</li> <li>Sentences</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Capitalization</a></li> </ul>   |
| 1.5.W.4 Students will use periods, question marks, and exclamation points.  | <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>  |
| <b>STANDARD 6: Research: Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>  |  |  |
| <b>Reading:</b> Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.   |  |  |
| 1.6.R.1 Students will identify who can answer questions about their topic or what resources they will need to find the information.   | <ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>                        | <ul style="list-style-type: none"> <li><a href="#">Recalling information</a></li> <li><a href="#">Locating Key Facts</a></li> <li><a href="#">Animal Bodies</a></li> <li><a href="#">I Want to Be a Scientist Like Jane Goodall</a></li> </ul> |
| 1.6.R.2 Students will identify and use graphic and text features to understand texts:<br>-photos<br>-illustrations<br>-titles<br>-labels<br>-headings<br>-charts<br>-graphs                       | <ul style="list-style-type: none"> <li>Reading Detective</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Locating Key Facts</a></li> <li><a href="#">Animal Bodies</a></li> <li><a href="#">I Want to Be a Scientist Like Jane Goodall</a></li> </ul>  |
| 1.6.R.3 Students will identify the location and purpose of the table of contents and glossary.  |  | <ul style="list-style-type: none"> <li><a href="#">Using Glossaries and Dictionaries</a></li> </ul>  |
| <b>Writing:</b> Students will synthesize information ethically through speaking and writing.  |  |  |
| 1.6.W.1 Students will generate questions about topics of interest for research.   | <ul style="list-style-type: none"> <li>Prewrite: Word Bank; Title; Mapping</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Recalling information</a></li> </ul>  |
| 1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with prompting.  | <ul style="list-style-type: none"> <li>Prewrite: Word Bank; Title; Mapping</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Animal Bodies</a></li> </ul>  |
| 1.6.W.3 Students will share relevant information for various purposes.  |  | <ul style="list-style-type: none"> <li><a href="#">Animal Bodies</a></li> <li><a href="#">I Want to Be a Scientist Like Jane Goodall</a></li> </ul>  |

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| <b>STANDARD 7: Multimodal Literacies: Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b> |  |   |
| <b>Reading: Students will comprehend and evaluate multimodal content.</b>   |  |   |
| 1.7.R Students will explain how ideas and topics are depicted in multimodal content.  | <ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Key Details Narrative</a></li> <li><a href="#">Key Details Informational</a></li> <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> <li><a href="#">The Three Little Pigs</a></li> </ul> |
| <b>Writing: Students will create multimodal content to communicate effectively.</b>   |  |   |
| 1.7.W Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.                            | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li><a href="#">Use Relevant Details To Express Ideas and Feelings</a></li> <li><a href="#">The Three Little Pigs</a></li> <li><a href="#">I Want to Be a Scientist Like Jane Goodall</a></li> <li><a href="#">Anansi and the Seven Yam Hills</a></li> </ul>   |
| <b>STANDARD 8: Independent Reading and Writing: Students will read and write independently for a variety of purposes and periods of time.</b>                     |  |   |
| <b>Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>                 |  |   |
| 1.8.R Students will select texts for academic and personal purposes and read independently for extended periods of time.  | Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors. |   |
| <b>Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.</b>  |  |   |
| 1.8.W Students will write independently using a combination of emergent and conventional writing with prompting.  | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li><a href="#">Writing Narratives</a></li> <li><a href="#">Writing with Facts</a></li> <li><a href="#">Writing with Opinions</a></li> </ul>   |



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| <b>GRADE 2</b>   |  |   |
| <b>STANDARD 1: Listening and Speaking: Students will listen and speak effectively in a variety of situations.</b>  |  |   |
| <b>Listening: Students will develop and apply effective communication skills through active listening.</b>   |  |   |
| 2.1.L.1 Students will actively listen using agreed-upon discussion rules.  |  | <ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> </ul>  |
| 2.1.L.2 Students will follow multi-step oral directions.   | Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions. |   |
| <b>Speaking: Students will develop and apply effective communication skills to share ideas through speaking</b>  |  |   |
| 2.1.S.1 Students will work respectfully in groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.   |  | <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="#">Eyes on the Goal: The Story of Abby Wambach</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>   |
| 2.1.S.2 Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups.             |  | <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="#">Eyes on the Goal: The Story of Abby Wambach</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> |
| 2.1.S.3 Students will ask and answer relevant questions to seek help, get information, or clarify information to confirm understanding.                                  |  | <ul style="list-style-type: none"> <li>• <a href="#">Ask Questions</a></li> <li>• <a href="#">The Courage to Learn: The Story of Helen Keller</a></li> </ul>  |
| 2.1.S.4 Students will report on a topic or text, tell a story, or recount an experience with relevant facts descriptive details, speaking audibly in coherent sentences. |  | <ul style="list-style-type: none"> <li>• <a href="#">Storytelling</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>  |

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| <b>STANDARD 2: Reading and Writing Foundations: Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>   |  |  |
| Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.   |  |  |
| 2.2.PA Students will add, delete, and substitute phonemes in spoken words with 5-6 phonemes (e.g., add /th/ to the beginning of rowing to say throwing; delete the /r/ in trips to say tips; substitute the /l/ in clank with /r/ to say crank). | <ul style="list-style-type: none"> <li>• Phoneme Substitution</li> <li>• Phoneme Eliminator</li> <li>• One, Two, Three Sounds</li> </ul>   |  |
| Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.   |  |  |
| 2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.  | <ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Print Concepts</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Print all upper- and Lowercase Letters</a></li> </ul> |
| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.  |  |  |
| 2.2.PWS.1 Students will decode one- and two-syllable words by using their knowledge of the following phonics skills:   | <ul style="list-style-type: none"> <li>• Decode Syllable Words</li> <li>• Decode Using the Six Syllable Types</li> <li>• Pattern Word</li> <li>• Readable Word Play</li> <li>• Blend Phonemes</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Two-Syllable Letter Patterns</a></li> </ul>           |
| 2.2.PWS.1a. single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat])   | <ul style="list-style-type: none"> <li>• Songs: C and G; Mama Squirrel’s Sound Song</li> <li>• Spell and Blend</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Single Syllable Letter Patterns</a></li> </ul>        |
| 2.2.PWS.1b. consonant blends (e.g., bl, br, cr, spr, spl)  | <ul style="list-style-type: none"> <li>• Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Where is a Whale</li> <li>• Spell and Blend</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> <li>• Blend Phonemes</li> </ul> |  |

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| Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued.</i> |   |  |
| 2.2.PWS.1c. consonant digraphs and trigraphs (e.g., sh, tch)   | <ul style="list-style-type: none"> <li>• Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Where is a Whale?</li> <li>• Spell and Blend</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> <li>• Blend Phonemes</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound correspondences</a></li> </ul> |
| 2.2.PWS.1d. vowel-consonant-silent e (e.g., lake)  | <ul style="list-style-type: none"> <li>• Song: Sneaky Magic E</li> <li>• Spell and Blend</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> <li>• Blend Phonemes</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Long Vowel Words Ending in E</a></li> </ul>   |
| 2.2.PWS.1e. r-controlled vowels (i.e., ar, er, ir or, ur)  | <ul style="list-style-type: none"> <li>• Song: Bossy Mr. R</li> <li>• Identify r-Controlled Vowel Words</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> </ul>  |  |
| 2.2.PWS.1f. vowel digraphs (e.g., ea, oa, ee)  | <ul style="list-style-type: none"> <li>• Songs: Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Readable Word Play</li> <li>• Spell and Blend</li> <li>• Word Recognition</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound correspondences</a></li> </ul> |
| 2.2.PWS.1g. vowel diphthongs (i.e., vowel combinations having two vowel sounds [e.g., oi as in boil, oy as in boy])                        | <ul style="list-style-type: none"> <li>• Songs: Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> <li>• Spell and Blend</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound correspondences</a></li> </ul> |
| 2.2.PWS.1h. schwa (e.g., banana)   | <ul style="list-style-type: none"> <li>• Song: Schwa Sound</li> </ul>   |  |
| 2.2.PWS.1i. silent letter combinations (knew, could, ghost)  | <ul style="list-style-type: none"> <li>• Song: Silent Letters: (K and G); (G-H); (W)</li> </ul>   |  |
| 2.2.PWS.2 Students will decode words by applying knowledge of all major syllable types:  | <ul style="list-style-type: none"> <li>• Decode Using the Six Syllable Types</li> <li>• Decode Syllable Words</li> </ul>  |  |
| a. closed  | <ul style="list-style-type: none"> <li>• Decode CVC Syllable Words</li> <li>• Decode Open and Closed Syllable Words</li> </ul>  |  |

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| <b>Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued</i>.</b> |  |  |
| b. open   | <ul style="list-style-type: none"> <li>• Decode Open Syllable Words</li> <li>• Decode Open and Closed Syllable Words</li> </ul>  |  |
| c. vowel digraphs   | <ul style="list-style-type: none"> <li>• Songs: Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> <li>• Spell and Blend</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Spelling-sound correspondences</a></li> </ul> |
| d. vowel-consonant-silent e   | <ul style="list-style-type: none"> <li>• Song: Sneaky Magic E</li> <li>• Readable Word Play</li> <li>• Word Recognition</li> <li>• Spell and Blend</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Long Vowel Words Ending in E</a></li> </ul>   |
| e. r-controlled   | <ul style="list-style-type: none"> <li>• Song: Bossy Mr. R</li> <li>• Identify r-Controlled Vowel Words</li> </ul>   |  |
| f. consonant +le  | <ul style="list-style-type: none"> <li>• Decode Consonant+le Syllable Words</li> </ul>   |  |
| 2.2.PWS.3 Students will decode words by applying knowledge of structural analysis:  | <ul style="list-style-type: none"> <li>• Decode Using the Six Syllable Types</li> <li>• Decode Syllable Words</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Prefix and Suffix</a></li> </ul>              |
| 2.2.PWS.3a. compound words  | <ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Compound Words</li> <li>• Identify Compound Words</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Two-Syllable Letter Patterns</a></li> </ul>   |
| 2.2.PWS.3b. inflectional endings (e.g., -s, -ed, -ing)  | <ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED</li> <li>• Suffixes</li> <li>• Comparatives</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Inflectional Endings</a></li> </ul>           |
| 2.2.PWS.3c. contractions  | <ul style="list-style-type: none"> <li>• Songs: Apostrophe Pig; Contraction Action</li> <li>• Contractions</li> <li>• Possessive Nouns</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Apostrophes</a></li> </ul>                    |
| 2.2.PWS.3d. abbreviations   | <ul style="list-style-type: none"> <li>• Books: Mr. Mario's Neighborhood; Mr. Lucky Straw; Mr. Croaky Toad; Mr. Romano's Secret</li> <li>• Power Word</li> <li>• Spelling Scramble Intro</li> </ul>                              |  |

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| <b>Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued</i>.</b>               |  |  |
| 2.2.PWS.3e. common roots and related prefixes and suffixes  | <ul style="list-style-type: none"> <li>• Songs: Let’s Compare; Put It at the Front; Put It at the End; Key Words</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> |
| <b>Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b> |  |  |
| 2.2.SE.1 Students will use correct spelling when writing the following sounds in words:   | <ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> <li>• All-Star Spelling</li> <li>• Word Pattern Spelling</li> <li>• Build Syllable Words</li> <li>• Spell Using the Six Syllable Types</li> </ul> |  |
| 2.2.SE.1a. digraphs   | <ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> <li>• All-Star Spelling</li> <li>• Word Pattern Spelling</li> <li>• Spell Using the Six Syllable Types</li> </ul>                                 |  |
| 2.2.SE.1b. trigraphs  | <ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> <li>• All-Star Spelling</li> <li>• Word Pattern Spelling</li> <li>• Spell Using the Six Syllable Types</li> </ul>                                 |  |
| 2.2.SE.1c. vowel digraphs   | <ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> <li>• All-Star Spelling</li> <li>• Word Pattern Spelling</li> <li>• Build Syllable Words</li> <li>• Spell Using the Six Syllable Types</li> </ul> |  |
| 2.2.SE.1d. r-controlled   | <ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> <li>• All-Star Spelling</li> <li>• Word Pattern Spelling</li> <li>• Build Syllable Words</li> <li>• Spell Using the Six Syllable Types</li> </ul> |  |

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|--|---|--|
| <b>Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills <i>continued</i>.</b> |   |  |
| 2.2.SE.2 Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:  | <ul style="list-style-type: none"> <li>• Build Syllable Words</li> <li>• Spell Using the Six Syllable Types</li> </ul>  |  |
| 2.2.SE.2a. closed  | <ul style="list-style-type: none"> <li>• Build Syllable Words</li> <li>• Spell Using the Six Syllable Types</li> </ul>  |  |
| 2.2.SE.2b. open  | <ul style="list-style-type: none"> <li>• Build Syllable Words</li> <li>• Spell Using the Six Syllable Types</li> </ul>  |  |
| 2.2.SE.2c. vowel-consonant-silent e  | <ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> <li>• All-Star Spelling</li> <li>• Word Pattern Spelling</li> <li>• Build Syllable Words</li> <li>• Spell Using the Six Syllable Types</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Long vowel words ending in E</a></li> </ul> |
| 2.2.SE.2d. r-controlled  | <ul style="list-style-type: none"> <li>• Build Syllable Words</li> <li>• Spell Using the Six Syllable Types</li> </ul>  |  |
| <b>2.2.SE.3 Students will use structural analysis to correctly spell the following parts of words:</b>   |   |  |
| 2.2.SE.3a. common prefixes   | <ul style="list-style-type: none"> <li>• Songs: Put It at the Front</li> <li>• Prefixes</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Prefix and Suffix</a></li> </ul>            |
| 2.2.SE.3b. common suffixes   | <ul style="list-style-type: none"> <li>• Songs: Put It at the End</li> <li>• Suffixes</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Prefix and Suffix</a></li> </ul>            |
| 2.2.SE.3c. common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e, doubling a consonant)   | <ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED; Tricky Y to I; Put It at the Front</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Comparatives</li> <li>• Change Y to I</li> <li>• Double the Fun</li> </ul> |  |

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| <b>Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.</b>   |  |   |
| 2.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity. | <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Power Word</li> <li>• Automatic Word Recognition</li> <li>• Word Mastery</li> <li>• Spelling Scramble</li> </ul> |   |
| 2.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.                                     | <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression: Phrases; Questions; Pauses; Exclamations; Quotations</li> </ul>                                      | <ul style="list-style-type: none"> <li>• <a href="#">Fluency Check</a></li> </ul>   |
| <b>STANDARD 2: Reading and Writing Process: Students will use a variety of recursive reading and writing processes.</b>   |  |   |
| <b>Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>                                    |  |   |
| 2.2.R.1 Students will identify the main idea and supporting details of a text.  | <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Map the Story</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Identify the Main Topic</a></li> <li>• <a href="#">Moral of the Story</a></li> <li>• <a href="#">The Snow Lion: A Chinese Tale</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</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> |
| 2.2.R.2 Students will identify elements of various genres in fiction and nonfiction texts.  | <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Peek at the Story</li> <li>• Check My Guess</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> <li>• <a href="#">Locating Key Facts</a></li> <li>• <a href="#">Consulting Reference Materials</a></li> </ul>   |
| 2.2.R.3 Students will begin to summarize the plot of a story to include the beginning, middle, and end.   | <ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Map the Story</li> </ul>  |   |

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| <b>Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts <i>continued</i>.</b> |  |   |
| 2.2.R.4 Students will begin to summarize facts and details from an informational text.  | <ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up: Remember Order</li> <li>• Reading Detective</li> <li>• Informational Books<br/>(See titles at end of document.)</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>Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>             |  |   |
| 2.2.W.1 Students will prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences.         | <ul style="list-style-type: none"> <li>• Map the Story</li> <li>• Prewrite: Mapping; Word Bank</li> <li>• First Draft</li> <li>• Sum Up: Remember Order</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">I Met a Monster</a></li> </ul>   |
| 2.2.W.2 Students will edit drafts using appropriate spacing between letters, words, and sentences.  | <ul style="list-style-type: none"> <li>• Prewrite: Mapping; Word Bank</li> <li>• First Draft</li> <li>• Revise: Add Details; Use Interesting Words; Stick to the Topic; Start Sentences Differently; Delete Extra Words</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">I Met a Monster</a></li> </ul>   |
| 2.2.W.3 Students will revise drafts by adding, deleting, and/or moving text.  | <ul style="list-style-type: none"> <li>• First Draft</li> <li>• Revise: Add Details; Use Interesting Words; Stick to the Topic; Start Sentences Differently; Delete Extra Words<br/>Song: Strange Spelling</li> </ul>              | <ul style="list-style-type: none"> <li>• <a href="#">I Met a Monster</a></li> </ul>   |
| 2.2.W.4 Students will correctly spell grade-level words while editing using resources as needed.  | <ul style="list-style-type: none"> <li>• Edit Spelling</li> <li>• Edit Tricky Spellings</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Consulting Reference Materials</a></li> </ul>  |
| 2.2.W.5 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author’s chair).  | <ul style="list-style-type: none"> <li>• Word Processor</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Writing Narratives</a></li> <li>• <a href="#">Writing with Opinions</a></li> <li>• <a href="#">Writing with Facts</a></li> <li>• <a href="#">I Met a Monster</a></li> </ul>                    |



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| <b>STANDARD 3: Critical Reading and Writing: Students will apply critical thinking skills to reading and writing.</b>  |   |   |
| Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres. |   |   |
| 2.3.R.1 Students will determine the author’s purpose (i.e., tell a story, provide information).  | <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales</li> <li>• Informational Books<br/>(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="#">Moral of the Story</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul>  |
| 2.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view with prompting   |   | <ul style="list-style-type: none"> <li>• <a href="#">Point of View</a></li> </ul>   |
| 2.3.R.3 Students will find examples of literary elements:<br>-setting (i.e., time and place)<br>-plot (i.e., beginning, middle, end)<br>-characters and their traits   | <ul style="list-style-type: none"> <li>• Read-Along Books<br/>(See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Understanding Characters, Setting, or Plot</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li>• <a href="#">The Snow Lion: A Chinese Tale</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul> |
| 2.3.R.4 Students will find examples of literary devices:<br>-simile<br>-alliteration<br>-onomatopoeia  | <ul style="list-style-type: none"> <li>• Read with Me Books<br/>(See titles at end of document.)</li> <li>• Books: The Talking Lizard; Macaw’s Chorus; Shell Houses; Thump, Bump; Anansi and the Seven Yam Hills; Animals in the House; The Noise in the Night</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Poetry Book 1</a></li> </ul>   |
| 2.3.R.5 Students will use details from the literary or informational text to draw conclusions and make predictions.  | <ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> <li>• Find an Answer</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="#">The Snow Lion: A Chinese Tale</a></li> <li>• <a href="#">Good Trouble: The Story of John Lewis</a></li> </ul>   |
| 2.3.R.6 Students will locate facts that are clearly stated in an informational text.   | <ul style="list-style-type: none"> <li>• Reading Detective</li> <li>• Find an Answer</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Locating Key Facts</a></li> <li>• <a href="#">The Story of Abby Wambach</a></li> </ul>   |

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| <b>Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres <i>continued</i>.</b> |   |  |
| 2.3.R.7 Students will describe the structure of an informational text with prompting:<br>-description<br>-sequential   | <ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• Find an Answer</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> </ul>   |
| <b>Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>  |   |  |
| 2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place).   | <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> <li>• <a href="#">I Met a Monster</a></li> </ul>  |
| 2.3.W.2 Students will write facts about a topic and include a main idea with supporting details in a paragraph.  | <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> |
| 2.3.W.3 Students will write an opinion about a topic and provide reasons as support in a paragraph.  | <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>   |
| <b>STANDARD 4: Vocabulary: Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>   |   |  |
| <b>Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>   |   |  |
| 2.4.R.1 Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words.  | <ul style="list-style-type: none"> <li>• Songs: Synonym Tree; Antonym Ant; Verbs; Adjectives Describe</li> <li>• Verbs</li> <li>• Adjectives</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Distinguish Meaning Among Verbs</a></li> </ul>  |
| 2.4.R.2 Students will use context clues to determine the meaning of words.   | <ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Reading Detective</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Word Recognition</a></li> </ul>   |
| 2.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.   | <ul style="list-style-type: none"> <li>• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End</li> <li>• Double the Fun</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Cluing Off Frequently Occurring Affixes</a></li> </ul>  |

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| <b>Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion <i>continued</i>.</b>                        |   |   |
| 2.4.R.4 Students will use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.                                  | <ul style="list-style-type: none"> <li>• Reading Detective</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Using Glossaries and Dictionaries</a></li> </ul> |
| 2.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.                         | Activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.                                   |   |
| <b>Writing: Students will apply knowledge of vocabulary to speak and write effectively.</b>  |   |   |
| 2.4.W.1 Students will use grade-level vocabulary to communicate ideas through speaking and writing.  | Activities provide opportunities for students to communicate using grade-level vocabulary.  |   |
| 2.4.W.2 Students will use language in speaking and writing according to purpose and audience.  | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. |   |
| <b>STANDARD 5: Language: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b> |   |   |
| <b>Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>   |   |   |
| 2.5.R.1 Students will recognize simple and compound sentences.   | <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>     |

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| <p><b>Reading:</b> Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts <i>continued</i>.</p>   |  |   |
| <p>2.5.R.2 Students will recognize parts of speech in sentences:<br/>                     -common, proper, and irregular plural nouns<br/>                     -tenses of verbs (i.e., past, present, future)<br/>                     -the simple subject and simple predicate of a sentence<br/>                     -descriptive adjectives and articles (i.e., a, an, the) as adjectives<br/>                     -prepositions<br/>                     -singular and plural personal pronouns and the nouns they replace<br/>                     -the conjunctions and, or, and but<br/>                     --ly adverbs</p> | <ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Verbs; Adjectives Describe; Preposition Cat; Pronouns; Adverbs; What Is a Sentence?; Strange Spelling</li> <li>• Book: Moose Are Not Meese</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Irregular Plural Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Pronouns</li> <li>• Adverbs</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Irregular Plural Nouns</a></li> <li>• <a href="#">Nouns</a></li> <li>• <a href="#">Singular and Plural Nouns</a></li> <li>• <a href="#">Verbs</a></li> <li>• <a href="#">Adjectives</a></li> <li>• <a href="#">Prepositions</a></li> <li>• <a href="#">Pronouns</a></li> <li>• <a href="#">Conjunctions</a></li> <li>• <a href="#">Adjectives and Adverbs</a></li> </ul> |
| <p><b>Writing:</b> Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>   |  |   |
| <p>2.5.W.1 Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark.</p>   | <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>   |
| <p>2.5.W.2 Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.</p>   | <ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Verbs; Adjectives Describe</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Irregular Plural Nouns</a></li> <li>• <a href="#">Nouns</a></li> <li>• <a href="#">Singular and Plural Nouns</a></li> <li>• <a href="#">Verbs</a></li> <li>• <a href="#">Adjectives</a></li> </ul>   |

| OKLAHOMA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| <p>Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate <i>continued</i>.</p> |   |   |
| <p>2.5.W.3 Students will punctuate initials and capitalize holidays, product names, initials, and months and days of the week.</p>   | <ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Capital Letters; Months of the Year; Days of the Week</li> <li>• Sentences</li> <li>• Edit Punctuation</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Capitalization</a></li> </ul>      |
| <p>2.5.W.4 Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.</p>              | <ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentence Marks</li> <li>• Name That Sentence Mark</li> <li>• Edit End Punctuation</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Punctuation</a></li> </ul>         |
| <p>2.5.W.5 Students will use apostrophes to form simple contractions (e.g., isn't, aren't, can't).</p>   | <ul style="list-style-type: none"> <li>• Songs: Apostrophe Pig; Contraction Action</li> <li>• Contractions</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Apostrophes</a></li> </ul>         |
| <p>2.5.W.6 Students will use commas in dates (e.g., September 6, 2020).</p>  | <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>              |
| <p>2.5.W.7 Students will use a colon to indicate time (e.g., The bell rings at 3:15.).</p>   |   | <ul style="list-style-type: none"> <li>• <a href="#">Tell And Write Time</a></li> </ul> |

| OKLAHOMA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <b>STANDARD 6: Research: Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>   |   |  |
| <b>Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>   |   |  |
| 2.6.R.1 Students will create their own questions to find information on their topic.   | <ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• Science Investigation</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> </ul>  |
| 2.6.R.2 Students will identify and use graphic and text features to understand texts:<br>-photos<br>-illustrations<br>-titles<br>-labels<br>-headings<br>-charts<br>-graphs<br>-captions<br>-subheadings | <ul style="list-style-type: none"> <li>• Reading Detective</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Locating Key Facts</a></li> </ul>   |
| 2.6.R.3 Students will consult various text reference sources to gather information (i.e., title page, table of contents, glossary, index).   | <ul style="list-style-type: none"> <li>• Reading Detective</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Locating Key Facts</a></li> </ul>   |
| <b>Writing: Students will synthesize information ethically through speaking and writing.</b>   |   |  |
| 2.6.W.1 Students will generate a list of topics and questions about an area of interest for research.  | <ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> </ul>  |
| 2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.  | <ul style="list-style-type: none"> <li>• Prewrite: Word Bank; Title; Mapping</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> </ul>  |
| 2.6.W.3 Students will organize and share relevant information for various purposes.  |   | <ul style="list-style-type: none"> <li>• <a href="#">Collaborative Writing</a></li> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> </ul> |

| OKLAHOMA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <b>STANDARD 7: Multimodal Literacies: Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b> |  |  |
| Reading: Students will comprehend and evaluate multimodal content.  |  |  |
| 2.7.R Students will explore and compare ideas and topics in multimodal content.   | <ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Recalling Information</a></li> <li>• <a href="#">Defying Gravity: The Story of Mae Jemison</a></li> <li>• <a href="#">In the Lights: The Story of Lin-Manuel Miranda</a></li> <li>• <a href="#">Taking Flight: The Story of Bessie Coleman</a></li> </ul> |
| Writing: Students will create multimodal content to communicate effectively.  |  |  |
| 2.7.W Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.                            | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li>• <a href="#">Use relevant details to express ideas and feelings</a></li> </ul>   |
| <b>STANDARD 8: Independent Reading and Writing: Students will read and write independently for a variety of purposes and periods of time.</b>                     |  |  |
| Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.                        |  |  |
| 2.8.R Students will select texts for academic and personal purposes and read independently for extended periods of time.  | Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors. |  |
| Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.   |  |  |
| 2.8.W Students will write independently using print and/or typing over various lengths of time for a variety of purposes.   | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  |  |

## PRE-READING

### Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; Zig Zag

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

### Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

## BASIC READING

### Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

### Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

### Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

## Readable (Walk-Through/Jump-Through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam



## FLUENT READING

### Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

### Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

## Informational Books

The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

## Readable Books (Record, Read, Listen)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

## Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can

Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



## SUPPORT

*Professional Services offers a continuum of customizable services. [Learn more here.](#)*

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](https://www.waterford.org) is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

## SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at [mentor.waterford.org](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).