

# CURRICULUM *Correlation*

*Waterford  
Reading Academy*

**98%**

*Wit & Wisdom®  
Scope and  
Sequence 2018*

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

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WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>Module 1</b>		
<b>Knowledge</b>		
<p>In this opening module, students build knowledge of the five senses, exploring how the senses help people learn about the world.</p>	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Hearing</li> <li>• Sight</li> <li>• Smell</li> <li>• Taste</li> <li>• Touch</li> </ul>	<p><i>Family Resource</i></p> <ul style="list-style-type: none"> <li>• <a href="#">The World Around Us</a></li> </ul>
<b>Reading</b>		
<p>Students use a rich, question-based approach to reading to unlock meaning from texts. They develop basic concepts of print, identifying parts of the book and the roles of authors and illustrators and closely examining and differentiating between the texts' illustrations and words. Students identify and consider the effect of rhyme and repetition.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Describe Characters</li> <li>• Print Concepts</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Mine</a></li> <li>• <a href="#">Seeing Fingers</a></li> <li>• <a href="#">The Watermelon Seed</a></li> <li>• <a href="#">My Super Sticky Sandwich</a></li> <li>• <a href="#">Parts of a book</a></li> <li>• <a href="#">Identifying the author and illustrator</a></li> </ul>
<b>Writing</b>		
<p>This module introduces students to text-based informative writing. Students learn to unpack prompts and respond orally and in writing. They learn to collect evidence to answer a specific question, use drawing to respond to texts, and use sentence frames and phonetic spelling to construct complete sentences.</p>	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing with Facts</a></li> <li>• <a href="#">Seeing Fingers</a></li> </ul>

WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Speaking and Listening</b>		
Students focus on the reciprocal nature of conversations, learning to speak one at a time and to listen with their eyes and ears.		<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> <li>• <a href="#">Speaking and Listening</a></li> </ul>
<b>Module 2</b>		
<b>Knowledge</b>		
Through fictional and informational texts, students embark on an exploration of farm animals. They build knowledge of farm life and animals as they encounter well-known stories and learn the role of story elements in narrative texts	<ul style="list-style-type: none"> <li>• Book: Follow the Apples</li> </ul>	
<b>Reading</b>		
Students continue their work from Module 1 and learn about story structure and elements. They engage with narrative texts through Text-Dependent Questions (TDQs), dramatic response, and annotation.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Describe Characters</li> <li>• Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Mine</a></li> <li>• <a href="#">Seeing Fingers</a></li> <li>• <a href="#">The Watermelon Seed</a></li> <li>• <a href="#">My Super Sticky Sandwich</a></li> <li>• <a href="#">Identify Story Elements</a></li> </ul>
<b>Writing</b>		
Students build on their informative writing skills from the previous module to learn text-based narrative writing. Learning about story elements helps students develop the skills and content knowledge to write their own narrative pieces. As they write, students use phonetic spelling and writing resources such as sentence organizers, word lists, and alphabet strips to build independence.	<ul style="list-style-type: none"> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Build CVC Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing with Facts</a></li> <li>• <a href="#">Seeing Fingers</a></li> <li>• <a href="#">The Watermelon Seed</a></li> <li>• <a href="#">Word Mapping</a></li> </ul>

WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Speaking and Listening</b>		
Students learn to speak with strong voices, to use active listening in conversations with peers, and to reflect on their discussions.		<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> <li>• <a href="#">Speaking and Listening</a></li> </ul>
<b>Module 3</b>		
<b>Knowledge</b>		
Students explore America past and present by using both fictional and informational texts. They identify changes over time, particularly in the areas of home life, school life, transportation, and communication.	<ul style="list-style-type: none"> <li>• Song: Sing Around the World: s--Star Light, Star Bright (United States)</li> <li>• Books: I Want to Be a Scientist Like George Washington Carver; Wilbur &amp; Orville Wright</li> <li>• Sing Around the World: Intro (s)</li> </ul>	
<b>Reading</b>		
Students learn about informational text structures and how key details in the text and illustrations support a text's main topic. Students chart details and use these charts to connect ideas and to identify the main topic	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Seeing Fingers</a></li> <li>• <a href="#">Identify Main Topic</a></li> <li>• <a href="#">Relating Pictures and Text</a></li> </ul>
<b>Writing</b>		
Students hone informative writing skills by studying informational text structures. They learn through a writing model how to begin with a topic statement and support that topic statement with information from a text. They use phonetic spelling and frequently occurring nouns and verbs to craft their sentences, relying less on sentence frames than earlier in the year	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; What Is a Sentence?; What Is a Sentence?</li> <li>• Sentences</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Build CVC Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing with Facts</a></li> <li>• <a href="#">Seeing Fingers</a></li> <li>• <a href="#">Word Mapping</a></li> </ul>

WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Speaking and Listening</b>		
Students learn the importance of asking and answering questions in discussions. They learn to listen for order of occurrence to help sequence events from the past and the present.		<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> <li>• <a href="#">Speaking and Listening</a></li> </ul>
<b>Module 4</b>		
<b>Knowledge</b>		
Students build knowledge about the seven continents, including their natural features, their animals, and activities to do on each.	<ul style="list-style-type: none"> <li>• Book: Where In the World Would You Go Today?</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Rainforests</li> <li>• Prairies</li> </ul>	
<b>Reading</b>		
Students compare two texts on the same topic and develop an understanding of how authors support a point with reasons. They use the structure of an informational text to guide evidence collection	<ul style="list-style-type: none"> <li>• Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Find the Similarity Between Two Texts</a></li> <li>• <a href="#">The Watermelon Seed</a></li> </ul>
<b>Writing</b>		
Students learn the process of crafting an opinion, beginning with an opinion statement and then supporting that statement with information from the text.		<ul style="list-style-type: none"> <li>• <a href="#">Writing with Opinions</a></li> </ul>
<b>Speaking and Listening</b>		
Students learn to confirm their understanding of a text read aloud or information presented orally. They also learn to provide additional detail while discussing a topic.		<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> <li>• <a href="#">Speaking and Listening</a></li> </ul>

WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1</b>		
<b>Module 1</b>		
<b>Knowledge</b>		
Students learn how literacy advocates like librarians dedicate their lives to ensuring that people everywhere have access to books and knowledge		
<b>Reading</b>		
Students ask and answer questions about literary and informational texts by using illustrations and photographs to understand texts more deeply. Students describe characters, settings, and events and recount stories in sequence.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Goldilocks and the Three Bears</a></li> <li>• <a href="#">Mr. Lucky Straw</a></li> <li>• <a href="#">Anansi and the Seven Yam Hills</a></li> <li>• <a href="#">Animal Bodies</a></li> <li>• <a href="#">I Want to Be a Scientist Like Jane Goodall</a></li> </ul>
<b>Writing</b>		
Focusing on narrative writing, students use sentence frames that help them create complete sentences to sequence events.	<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="#">Writing Narratives</a></li> </ul>
<b>Speaking and Listening</b>		
Students focus on noticing pauses in conversations to decide when to speak and when to listen.		<ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> <li>• <a href="#">The Gingerbread Man</a></li> <li>• <a href="#">Conversation Building</a></li> </ul>
<b>Module 2</b>		
<b>Knowledge</b>		
Students build knowledge about animals, including the form and function of animal body parts and how people use observation to learn about animals.	<ul style="list-style-type: none"> <li>• Book: Animal Bodies</li> <li>• Animal Bodies</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Animal Bodies</a></li> </ul>

WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading</b>		
<p>Students learn how visual and textual information in both literary and informational texts work together to improve a reader’s understanding. Students also focus on the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Animal Bodies</a></li> <li>• <a href="#">Jane Goodall</a></li> <li>• <a href="#">Pulling Information from a Picture or Text</a></li> </ul>
<b>Writing</b>		
<p>Focusing on informative writing, students use sentence frames and models for structure, practice conventions that help strengthen their skill in creating complete sentences, and include key details about a topic.</p>		<ul style="list-style-type: none"> <li>• <a href="#">Animal Bodies</a></li> <li>• <a href="#">Writing with Facts</a></li> </ul>
<b>Speaking and Listening</b>		
<p>Students focus on learning the importance of speaking in full sentences and readying their bodies to listen.</p>		<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> <li>• <a href="#">Class Discussion</a></li> </ul>
<b>Module 3</b>		
<b>Knowledge</b>		
<p>Students build their knowledge of the wind as a powerful force. Students also explore the feelings that wind can evoke.</p>	<ul style="list-style-type: none"> <li>• Weather</li> </ul>	
<b>Reading</b>		
<p>Students predict the genre of each module text, building their understanding of books that tell stories and books that give information. They analyze words in context to determine meaning and work with texts that suggest feelings and appeal to the senses.</p>		<ul style="list-style-type: none"> <li>• <a href="#">Information vs. Story</a></li> <li>• <a href="#">Feeling and Senses</a></li> </ul>



WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Writing</b>		
Focusing on narrative writing, students incorporate sensory and feeling words into their original stories about the wind. Additionally, students complete a mini-research project about the wind.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Feeling and Senses</a></li> <li>• <a href="#">Use Relevant Details to Express Ideas and Feelings</a></li> </ul>
<b>Speaking and Listening</b>		
Students focus on asking for more information from a speaker to clear up confusion. Students also listen for a new idea each time a text is read aloud.		<ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> <li>• <a href="#">Gathering Additional Information Through Questions</a></li> </ul>
<b>Module 4</b>		
<b>Knowledge</b>		
Students build their knowledge of the “Cinderella” story as they read versions from different cultures. They focus on studying the actions and experiences of each Cinderella character	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Compare and Contrast (Narrative)</a></li> </ul>
<b>Reading</b>		
Students learn how to closely read fictional texts by describing story elements, formulating and answering questions, inferring character traits, and comparing and contrasting characters.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Find an Answer</li> <li>• Describe Characters</li> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Describe the Story</a></li> <li>• <a href="#">Goldilocks and the Three Bears</a></li> <li>• <a href="#">Anansi and the Seven Yam Hills</a></li> <li>• <a href="#">The Little Red Hen</a></li> <li>• <a href="#">The Ugly Duckling</a></li> <li>• <a href="#">Character Experiences</a></li> </ul>
<b>Writing</b>		
Focusing on opinion writing, students write opinion statements and provide reasons to support their opinions.		<ul style="list-style-type: none"> <li>• <a href="#">Writing with Opinions</a></li> </ul>

WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Speaking and Listening</b>		
Students focus on adding relevant details to the discussion while speaking or asking questions.		<ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> <li>• <a href="#">Conversation Building</a></li> </ul>
<b>GRADE 2</b>		
<b>Module 1</b>		
<b>Knowledge</b>		
Students uncover the mysteries of change: its fleeting yet timeless nature, its capacity to challenge and inspire, and the contradiction between changes that are fast and slow, big and small	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That’s What I Like: A Book About Seasons; The Four Seasons</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Animal Life Cycle and Growth</li> <li>• Plant Life Cycle and Growth</li> </ul>	
<b>Reading</b>		
Students read informational and literary texts and examine language and beauty, with an emphasis on identifying details in a text	<ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Map the Story</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</b>		
Students draft an informative paragraph by collecting and recording evidence, taking notes, writing about change, and providing and receiving feedback about their writing	<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>
<b>Speaking and Listening</b>		
Students notice a whole message when listening and learn how to link their ideas to others’ ideas when speaking		<ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> <li>• <a href="#">Conversation Building</a></li> </ul>

WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Module 2</b>		
<b>Knowledge</b>		
Students build their knowledge of the American West—its history, its land, and its people. Students develop an understanding of how people and nature are interconnected	<ul style="list-style-type: none"> <li>Care of Water</li> <li>Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Defying Gravity: The Story of Mae Jemison</a></li> </ul>
<b>Reading</b>		
Students read informational and literary texts with a focus on major events and details in multiparagraph texts and consideration of how characters respond to challenges.	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Map the Story</li> <li>Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Moral of the Story</a></li> <li><a href="#">The Snow Lion: A Chinese Tale</a></li> <li><a href="#">How Characters are Affected by Story Events</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> <li><a href="#">Taking Flight: The Story of Bessie Coleman</a></li> </ul>
<b>Writing</b>		
Students write informative paragraphs with an introduction, topic statement, evidence, and a concluding sentence and focus on topic-specific words	<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>
<b>Speaking and Listening</b>		
Students consider how to listen and practice inflection in speaking.		<ul style="list-style-type: none"> <li><a href="#">Class Discussion</a></li> <li><a href="#">Conversation Building</a></li> </ul>
<b>Module 3</b>		
<b>Knowledge</b>		
Students develop an understanding of how different responses to injustice, including speaking, protesting, and contesting injustice in court, resulted in changes to segregation.	<ul style="list-style-type: none"> <li>Books: Good Trouble: The Story of John Lewis; Eyes on the Goal: The Story of Abby Wambach</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Good Trouble: The Story of John Lewis</a></li> <li><a href="#">Eyes on the Goal: The Story of Abby Wambach</a></li> </ul>

WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading</b>		
Students read a variety of informational texts and study historical images with emphasis on viewpoints and how different authors can provide different information on the same topic	<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="#">Compare and Contrast Informational</a></li> </ul>
<b>Writing</b>		
Students write narrative paragraphs that emphasize using a perspective to describe thoughts, feelings, and actions.	<ul style="list-style-type: none"> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Writing Narratives</a></li> </ul>
<b>Speaking and Listening</b>		
Students listen for a main topic and then ask questions to deepen their focus while speaking		<ul style="list-style-type: none"> <li><a href="#">Identifying the main topic</a></li> <li><a href="#">Good Trouble: The Story of John Lewis</a></li> <li><a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li><a href="#">Ask Questions</a></li> </ul>
<b>Module 4</b>		
<b>Knowledge</b>		
Students build knowledge about how food nourishes their bodies and how food connects and nourishes communities. They learn about the research process as they investigate facts about the digestive system.	<ul style="list-style-type: none"> <li>Book: Follow the Apples!</li> <li>Healthy Food</li> </ul>	
<b>Reading</b>		
Students read a variety of informational texts with focus on text features and how to derive information from them.	<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="#">Defying Gravity: The Story of Mae Jemison</a></li> <li><a href="#">The Courage to Learn: The Story of Helen Keller</a></li> <li><a href="#">Identify the Main Topic</a></li> <li><a href="#">Taking Flight: The Story of Bessie Coleman</a></li> <li><a href="#">Locating Key Facts</a></li> <li><a href="#">Consulting Reference Materials</a></li> <li><a href="#">Identify the Main Purpose of a Text</a></li> </ul>

WIT & WISDOM	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Writing</b>		
Students write opinion paragraphs that emphasize evaluating evidence to form an opinion statement. Students also build their research skills by working in groups to explore topics.	<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>Speaking and Listening</b>		
Students listen to have an appreciation for what is said and recount what was said while speaking		<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> <li>• <a href="#">Gathering Additional Information Through Questions</a></li> <li>• <a href="#">Ask Questions</a></li> </ul>

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

## Readable Books (Record, Read, Listen)

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

## Sentence Dictation Titles

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

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



## SUPPORT

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

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](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).