

CURRICULUM *Correlation*



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

TABLE OF CONTENTS

KINDERGARTEN	1
FOUNDATIONAL LITERACY STANDARDS	1
READING STANDARDS- LITERATURE	6
READING STANDARDS- INFORMATIONAL TEXT	7
SPEAKING AND LISTENING STANDARDS	9
WRITING STANDARDS	10
GRADE 1	12
FOUNDATIONAL LITERACY STANDARDS	12
READING STANDARDS- LITERATURE	18
READING STANDARDS- INFORMATIONAL TEXT	20
SPEAKING AND LISTENING STANDARDS	21
WRITING STANDARDS	22
GRADE 2	24
FOUNDATIONAL LITERACY STANDARDS	24
READING STANDARDS- LITERATURE	30
READING STANDARDS- INFORMATIONAL TEXT	31
SPEAKING AND LISTENING STANDARDS	33
WRITING STANDARDS	34
WATERFORD BOOKS AND RELATED RESOURCES	37
FAMILY ENGAGEMENT RESOURCES	40

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
KINDERGARTEN		
FOUNDATIONAL LITERACY STANDARDS		
Print Concepts-Standard #1: FL.PC.1. Demonstrate understanding of the organization and basic features of print.		
K.FL.PC.1a. Follow words from left to right, top to bottom, and page-by-page.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> • Following Words
K.FL.PC.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> • Letters Make Words 	<ul style="list-style-type: none"> • Recognizing Written Words
K.FL.PC.1c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Understanding spaces in print
K.FL.PC.1d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.	<ul style="list-style-type: none"> • ABC Songs • Letter Checker • Letter Match • Fast Letter Fun • Hidden Letters • Letter Pictures • Find the Letter • Name That Letter • Letter Trace 	<ul style="list-style-type: none"> • Upper and Lowercase Letters
K.FL.PC.1e. Distinguish between pictures and words.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Letters Make Words 	<ul style="list-style-type: none"> • Relationship Between Picture and Story

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Phonological Awareness-Standard #2: FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
K.FL.PA.2a. Recognize and begin to produce rhyming words.	<ul style="list-style-type: none"> • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Rhyme • Rhyme With Me 	<ul style="list-style-type: none"> • Rhyming Words
K.FL.PA.2b. Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> • Blend Spoken Syllables • Syllable Safari • Syllable 	<ul style="list-style-type: none"> • Segmenting syllables
K.FL.PA.2c. Blend and segment onsets and rimes of single-syllable spoken words	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon 	<ul style="list-style-type: none"> • Single syllable letter patterns
K.FL.PA.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? 	<ul style="list-style-type: none"> • Segmenting Words
K.FL.PA.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> • Phoneme Substitution • One, Two, Three Sounds 	
Phonics and Word Recognition-Standard #3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
K.FL.PWR.3a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Sound Room 	
K.FL.PWR.3b. Associate the long and short phonemes with common spellings for the five major vowels.	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Sound Song • Letter Sound • Letter Sound Screening • Sound Room 	<ul style="list-style-type: none"> • Major Vowels

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Phonics and Word Recognition-Standard #3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text <i>continued</i> .		
K.FL.PWR.3c. Read common high-frequency words by sight.	<ul style="list-style-type: none"> Power Word 	<ul style="list-style-type: none"> Word Cards: Power Words
K.FL.PWR.3d. Decode regularly spelled CVC words.	<ul style="list-style-type: none"> Blend Decodable Words Word Blending Spell and Blend Key Word Screening 	
K.FL.PWR.3e. Distinguish between similarly spelled words by identifying the letters that differ.	<ul style="list-style-type: none"> Barnyard Bash Change One Sound 	
Word Composition-Standard #4: FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
K.FL.WC.4a. Write uppercase and lowercase manuscript letters from memory.	<ul style="list-style-type: none"> Letter Trace 	<ul style="list-style-type: none"> Printing Upper and Lowercase
K.FL.WC.4b. Write a letter/letters for most consonant and short vowel sounds (phonemes).	<ul style="list-style-type: none"> Letter Trace 	<ul style="list-style-type: none"> Write Consonants and Short-Vowels
K.FL.WC.4c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.	<ul style="list-style-type: none"> Build CVC Syllable Words Word Pattern Spelling Say and Trace Spell and Blend 	<ul style="list-style-type: none"> Simple Phonetic Spelling
K.FL.WC.4d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.	<ul style="list-style-type: none"> Build CVC Syllable Words Word Pattern Spelling Say and Trace Spell and Blend 	<ul style="list-style-type: none"> Simple Phonetic Spelling
K.FL.WC.4e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.	<ul style="list-style-type: none"> Build CVC Syllable Words Word Pattern Spelling Say and Trace Spell and Blend 	<ul style="list-style-type: none"> Write Consonants and Short-Vowels
K.FL.WC.4f. Write some common, frequently used words (am, and, like, the).	<ul style="list-style-type: none"> Power Word 	<ul style="list-style-type: none"> Simple Phonetic Spelling
K.FL.WC.4g. Print many upper and lowercase letters.	<ul style="list-style-type: none"> Letter Trace 	<ul style="list-style-type: none"> Printing Upper and Lowercase

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Fluency-Standard #5: FL.F.5 Read with sufficient accuracy and fluency to support comprehension.		
K.FL.F.5a. Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading Check • Decodable Books <p>Reference Material</p> <ul style="list-style-type: none"> • Waterford Beginning Readers and Decodable Books
Sentence Composition-Standard #6: FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.		
K.FL.SC.6a. With modeling or verbal prompts, orally produce complete sentences.	<ul style="list-style-type: none"> • Songs: What Is a Sentence? • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Complete Sentences • Mine
K.FL.SC.6b. Follow one-to-one correspondence between voice and print when writing a sentence.		<ul style="list-style-type: none"> • Complete Sentences • Mine
K.FL.SC.6c. Use frequently occurring nouns and verbs when speaking and in shared language activities.	<ul style="list-style-type: none"> • Songs: Nouns; Verbs • Nouns • Verbs 	
K.FL.SC.6d. Form regular plural nouns when speaking and in shared language activities.	<ul style="list-style-type: none"> • Songs: Nouns; More Than One • Plural Nouns 	
K.FL.SC.6e. Understand and use question words (interrogatives) when speaking and in shared language activities.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Science Investigation 	
K.FL.SC.6f. Use the most frequently occurring prepositions when speaking and in shared language activities.	<ul style="list-style-type: none"> • Song: Preposition Cat 	
K.FL.SC.6g. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Complete Sentences • Mine
K.FL.SC.6h. Capitalize the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Capital Letters • Sentences 	<ul style="list-style-type: none"> • Capitalization
K.FL.SC.6i. Recognize and name end punctuation.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Punctuation

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<p>Vocabulary Acquisition-Standard #7: FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>		
<p>K.FL.VA.7a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.</p> <p>i. Identify new meanings for familiar words and apply them accurately.</p> <p>ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare • Prefixes • Suffixes • Comparatives 	<ul style="list-style-type: none"> • Identify New Meanings for Words • The Watermelon Seed • Frequently Occurring Inflections and Affixes
<p>K.FL.VA.7b. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>i. Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p> <p>iii. Make real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among verbs describing the same general action.</p>	<ul style="list-style-type: none"> • Songs: Verbs; Adjectives Describe • Book: Opposites • Sort • Make Comparisons • Verbs • Opposites • Adjectives 	<ul style="list-style-type: none"> • Common Object Sorting • Antonyms for Verbs and Adjectives • My Super Sticky Sandwich • Distinguish meaning among verbs
<p>K.FL.VA.7c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
READING STANDARDS- LITERATURE		
Key Ideas and Details- Standard # 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Find an Answer • Sum Up, Five W's 	<ul style="list-style-type: none"> • Key Details Narrative • Seeing Fingers • Mine
Standard #2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.	<ul style="list-style-type: none"> • Sum Up: Remember Order • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Story Retelling • My Super Sticky Sandwich
Standard #3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five W's 	<ul style="list-style-type: none"> • Key Details Narrative • Identify Story elements • Seeing Fingers • My Super Sticky Sandwich
Craft and Structure- Standard #4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • The Watermelon Seed • Unknown Words
Standard #5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
K.RL.CS.5 Recognize common types of texts.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Types of Text

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		
K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Identifying the author and illustrator
Integration of Knowledge and Ideas- Standard #7: R.IK1.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
K.RL.IK1.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	<ul style="list-style-type: none"> Words Tell About the Pictures 	<ul style="list-style-type: none"> Relationship Between Picture and Story Jose Three
Standard #8: R.IK1.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Standard #8 is not applicable to literature.		
Standard # 9: R.IK1.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
K.RL.IK1.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> Compare Characters 	<ul style="list-style-type: none"> Compare and Contrast
Range of Reading and Level of Text Complexity- Standard #10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	<ul style="list-style-type: none"> Read With Me Books Sing a Rhyme Songs/Books Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> Group Reading Activities
READING STANDARDS- INFORMATIONAL TEXT		
Key Ideas and Details- Standard # 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Find an Answer Sum Up: Five Ws 	<ul style="list-style-type: none"> Key Details Informational Seeing Fingers

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Identify Main Topic
Standard #3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, or pieces of information in a text.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Connection Between Events
Craft and Structure- Standard #4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	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"> • Identify New Meanings for Words
Standard #5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
K.RI.CS.5 Know various text features.		<ul style="list-style-type: none"> • Parts of a Book
Standard #6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		
K.RL.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Identifying the Author and Illustrator
Integration of Knowledge and Ideas- Standard #7: R.IK1.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
K.RI.IK1.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	<ul style="list-style-type: none"> • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Relating Pictures and Text

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #8: R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Supporting Ideas with Reason
Standard # 9: R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	<ul style="list-style-type: none"> Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> Find the Similarity Between Two Texts
Range of Reading and Level of Text Complexity- Standard #10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Group Reading Activities
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration- Standard #1: SL.CC.1 : Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.		
K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> Speaking and Listening
Standard #2: SL.CC.2 : Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		
K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		<ul style="list-style-type: none"> Clarifying Information

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #3: SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		
K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Clarifying Information
Presentation of Knowledge and Ideas- Standard #4: SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.		
K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> • Describe Characters 	<ul style="list-style-type: none"> • Describing Things
Standard #5: SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Expressing Ideas Through Pictures
Standard #6: SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.		<ul style="list-style-type: none"> • Speaking to Express Ideas
WRITING STANDARDS		
Text Types and Protocol- Standard #1: W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.		<ul style="list-style-type: none"> • Writing with Opinions
Standard #2: W.TTP.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.		<ul style="list-style-type: none"> • Writing with Facts

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #3: W.TTP.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.		<ul style="list-style-type: none"> • Writing Narratives • My Super Sticky Sandwich
Production and Distribution of Writing- Standard #4: W.PDW.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> • Writing Narratives • My Super Sticky Sandwich
Standard #5: W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.		<ul style="list-style-type: none"> • Editing
Standard #6: W.PDW.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
Research to Build and Present Knowledge- Standard #7: W.RBPK.7 Conduct short as well as more sustained research projects based on focus questions, demonstrate new understanding of the subject under investigation.		
K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.		<ul style="list-style-type: none"> • Collaborative Writing

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #8: W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.		
K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Build Knowledge 	<ul style="list-style-type: none"> • Recalling Information
Standard #9: W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Begins in Grade 3		
Range of Writing- Standard #10: W.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.		<ul style="list-style-type: none"> • Writing with Opinions • Writing with Facts • Writing Narratives
GRADE 1		
FOUNDATIONAL LITERACY STANDARDS		
Print Concepts-Standard #1: FL.PC.1. Demonstrate understanding of the organization and basic features of print.		
1.FL.PC.1a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Capital Letters; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Sentence Features
Phonological Awareness-Standard #2: FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
1.FL.PA.2a. Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Song: Old MacDonald Has Some Vowels; Apples and Bananas • Identify Long and Short Vowel Sounds 	<ul style="list-style-type: none"> • Long vs Short Vowel Sounds
1.FL.PA.2b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> • Blend Phonemes • Blend Every Sound (Phonemes) • Blending Riddles • Find the Picture 	<ul style="list-style-type: none"> • Form Words by Blending Sounds

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Phonological Awareness-Standard #2: FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>continued</i>.		
1.FL.PA.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? 	<ul style="list-style-type: none"> • Segmenting Words
1.FL.PA.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<ul style="list-style-type: none"> • Phoneme Segmentation 	<ul style="list-style-type: none"> • Segmenting Words into Phonemes
Phonics and Word Recognition-Standard #3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
1.FL.PWR.3a. Know the sound-spelling correspondence for common consonant digraphs.	<ul style="list-style-type: none"> • Songs: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?; Charley Chick • Sound Room • Spell and Blend • Key Word Screening • Word Blending 	<ul style="list-style-type: none"> • Spelling-sound Correspondences • Word Mapping
1.FL.PWR.3b. Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> • Songs: Consonants Together; Sneaky Magic E; C and G; Key Words • Spell and Blend • Key Word Screening • Word Blending • Word Pattern 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns
1.FL.PWR.3c. Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Spell and Blend • Key Word Screening • Word Blending • Word Pattern 	<ul style="list-style-type: none"> • Long Vowel Words Ending in E • Vowel Team Cards
1.FL.PWR.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Decode Using the Six Syllable Types 	<ul style="list-style-type: none"> • Relationship of vowel to syllable

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Phonics and Word Recognition-Standard #3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text <i>continued</i>.		
1.FL.PWR.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> Decode Using the Six Syllable Types Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) 	<ul style="list-style-type: none"> Two Syllable Letter Patterns Infographic: Six Syllable Types
1.FL.PWR.3f. Read words with inflectional endings.	<ul style="list-style-type: none"> Songs: Blicky Licky Land; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED Suffixes Comparatives 	<ul style="list-style-type: none"> Inflectional Endings
1.FL.PWR.3g. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> Power Word Automatic Word Recognition 	<ul style="list-style-type: none"> Irregularly Spelled Words
1.FL.PWR.3h. Read grade-level decodable text with purpose and understanding.	<ul style="list-style-type: none"> Traditional Tales Informational Books Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> Reading Check
Word Composition-Standard #4: FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
1.FL.WC.4a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.	<ul style="list-style-type: none"> Song: Double the Fun Double the Fun Spell and Blend Word Pattern Spelling 	<ul style="list-style-type: none"> Spelling-sound Correspondences Word Mapping
1.FL.WC.4b. Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels.	<ul style="list-style-type: none"> Song: Sneaky Magic E; Vowels Side by Side; Blicky, Licky, Land; Eensy, Weensy Mouse Build CVC Syllable Words Build Vowel Team Syllable Words Build r-Controlled Syllable Words Spell and Blend Word Pattern Spelling 	<ul style="list-style-type: none"> Long Vowel Words Ending in E
1.FL.WC.4c. Spell words with inflectional endings	<ul style="list-style-type: none"> 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 Suffixes Comparatives 	<ul style="list-style-type: none"> Inflectional Endings

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Word Composition-Standard #4: FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly <i>continued.</i>		
1.FL.WC.4d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	<ul style="list-style-type: none"> • Spell Using the Six Syllable Types 	
1.FL.WC.4e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<ul style="list-style-type: none"> • Spell and Blend • Say and Trace • Word Pattern Spelling • Spell Using the Six Syllable Types 	<ul style="list-style-type: none"> • Word Mapping
1.FL.WC.4f. Write many common, frequently used words and some irregular words.	<ul style="list-style-type: none"> • Song: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Say and Trace • Spelling Scramble • Power Word 	
1.FL.WC.4g. Print all upper and lowercase letters.	<ul style="list-style-type: none"> • Letter Trace 	<ul style="list-style-type: none"> • Print all upper- and lowercase letters
Fluency-Standard #5: FL.F.5 Read with sufficient accuracy and fluency to support comprehension.		
1.FL.F.5a. Read grade-level text with purpose and understanding.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction 	<ul style="list-style-type: none"> • Reading Check
1.FL.F.5b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction 	<ul style="list-style-type: none"> • Reading Check
1.FL.F.5c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.		<ul style="list-style-type: none"> • Word Recognition • Mr. Lucky Straw

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Sentence Composition-Standard #6: FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.		
1.FL.SC.6a. Use common, proper, and possessive nouns.	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Nouns • Nouns • Possessive Nouns 	<ul style="list-style-type: none"> • Nouns
1.FL.SC.6b. Use singular and plural nouns with correct verbs in basic sentences.	<ul style="list-style-type: none"> • Songs: More Than One; Nouns • Nouns • Plural Nouns • Verbs • Sentences 	<ul style="list-style-type: none"> • Singular and Plural Nouns
1.FL.SC.6c. Use personal, possessive, and indefinite pronouns.	<ul style="list-style-type: none"> • Song: Pronouns • Pronouns 	<ul style="list-style-type: none"> • Pronouns
1.FL.SC.6d. Use verbs to convey a sense of past, present, and future.	<ul style="list-style-type: none"> • Songs: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs 	<ul style="list-style-type: none"> • Verbs
1.FL.SC.6e. Use frequently occurring adjectives.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives 	<ul style="list-style-type: none"> • Adjectives
1.FL.SC.6f. Use frequently occurring conjunctions.		<ul style="list-style-type: none"> • Conjunctions
1.FL.SC.6g. Use articles and demonstratives.		<ul style="list-style-type: none"> • Determiners
1.FL.SC.6h. Use frequently occurring prepositions such as during, beyond, and toward.	<ul style="list-style-type: none"> • Song: Preposition Cat 	<ul style="list-style-type: none"> • Prepositions
1.FL.SC.6i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks • Name That Sentence Mark 	<ul style="list-style-type: none"> • Simple and Compound Sentences

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<p>Sentence Composition-Standard #6: FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support <i>continued.</i></p>		
<p>1.FL.SC.6j. Capitalize names of people and dates.</p>	<ul style="list-style-type: none"> Song: Capital Letters 	<ul style="list-style-type: none"> Capitalization
<p>1.FL.SC.6k. End sentences with correct punctuation.</p>	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks Name that Sentence Mark 	<ul style="list-style-type: none"> Punctuation
<p>1.FL.SC.6l. Use commas in dates and to separate single words in a series.</p>	<ul style="list-style-type: none"> Song: Comma, Comma, Comma 	<ul style="list-style-type: none"> Commas
<p>Vocabulary Acquisition-Standard #7: FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>		
<p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>iii. Identify frequently occurring root words and their inflectional forms.</p>	<ul style="list-style-type: none"> Songs: More Than One; Put it at the Front; Put it at the End Prefixes Suffixes 	<ul style="list-style-type: none"> Using Words Cluing off frequently occurring affixes Frequently Occurring Root Words Mr. Lucky Straw
<p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>ii. Define words by category and by one or more key attributes.</p> <p>iii. Identify real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> Book: The Birds, the Beast, and the Bat; Buttons Buttons Sort Verbs 	<ul style="list-style-type: none"> Sorting Common Objects into Categories Defining words Identify real-life connections Distinguish meaning among verbs

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<p>Vocabulary Acquisition-Standard #7: FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate <i>continued</i>.</p>		
<p>1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.</p>	<ul style="list-style-type: none"> • Using Words
<p>READING STANDARDS- LITERATURE</p>		
<p>Key Ideas and Details- Standard # 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		
<p>1.RL.KID.1 Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • Compare Characters 	<ul style="list-style-type: none"> • Key Details • The Gingerbread Man
<p>Standard #2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<ul style="list-style-type: none"> • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Mr. Lucky Straw • Story Retelling • Goldilocks and the Three Bears • The Gingerbread Man
<p>Standard #3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p>1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.</p>	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Remember Order • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Describe the Story • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • The Gingerbread Man
<p>Craft and Structure- Standard #4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.</p>		<ul style="list-style-type: none"> • Feeling and Senses

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Information vs. Story
Standard #6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		
1.RL.CS.6 Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> • The Sweater 	<ul style="list-style-type: none"> • Who Is Telling the Story? • Mr. Lucky Straw
Integration of Knowledge and Ideas- Standard #7: R.IK1.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
1.RL.IK1.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Describe the Story • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • The Gingerbread Man
Standard #8: R.IK1.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Standard #8 is not applicable to literature.		
Standard # 9: R.IK1.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
1.RL.IK1.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters 	<ul style="list-style-type: none"> • Character Experiences • The Little Red Hen • The Ugly Duckling
Range of Reading and Level of Text Complexity- Standard #10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.	<ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) 	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
READING STANDARDS- INFORMATIONAL TEXT		
Key Ideas and Details- Standard # 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
1.RI.KID.1 Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Find an Answer 	<ul style="list-style-type: none"> • Key Details Informational
Standard #2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
1.RI.KID.2 Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> • Find an Answer • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Identify the Main Topic • Jane Goodall
Standard #3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Connect to Me • Compare Characters 	<ul style="list-style-type: none"> • Connecting Ideas • Animal Bodies
Craft and Structure- Standard #4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	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"> • Identifying Meaning of Words and Phrases
Standard #5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
1.RI.CS.5 Know and use various text features to locate key facts or information in a text.		<ul style="list-style-type: none"> • Locating Key Facts
Standard #6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		
1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Pulling Information from a Picture or Text • Animal Bodies • Mr. Lucky Straw

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Integration of Knowledge and Ideas- Standard #7: R.IKI.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	<ul style="list-style-type: none"> Sum Up: Five Ws Find an Answer 	<ul style="list-style-type: none"> Pulling Information from a Picture or Text Animal Bodies Mr. Lucky Straw
Standard #8: R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
1.RI.IKI.8 Identify the reasons an author provides to support points in a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify Supporting Points
Standard # 9: R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Find the Similarity Between Two Texts
Range of Reading and Level of Text Complexity- Standard #10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Informational Reading Animal Bodies I Want to Be a Scientist Like Jane Goodall
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration- Standard #1: SL.CC.1 : Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.		
1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> Class Discussion
Standard #2: SL.CC.2 : Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		
1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> Find an Answer Sum Up: Five Ws 	<ul style="list-style-type: none"> Key Details The Gingerbread Man

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #3: SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		
1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		<ul style="list-style-type: none"> • Gathering Additional Information Through Questions • Animal Bodies
Presentation of Knowledge and Ideas- Standard #4: SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.		
1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> • Describe Characters 	<ul style="list-style-type: none"> • Use Relevant Details to Express Ideas and Feelings
Standard #5: SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify 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"> • Expressing Ideas Through Pictures
Standard #6: SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	<ul style="list-style-type: none"> • Song: What Is a Sentence? 	
WRITING STANDARDS		
Text Types and Protocol- Standard #1: W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.		<ul style="list-style-type: none"> • Writing with Opinions

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #2: W.TTP.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.		<ul style="list-style-type: none"> • Writing with Facts • Animal Bodies
Standard #3: W.TTP.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.		<ul style="list-style-type: none"> • Writing Narratives
Production and Distribution of Writing- Standard #4: W.PDW.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		<ul style="list-style-type: none"> • Writing with Facts • Animal Bodies • Writing Narratives • Writing with Opinions
Standard #5: W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.		<ul style="list-style-type: none"> • Editing
Standard #6: W.PDW.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	Waterford includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice, Word Processor activities.	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Research to Build and Present Knowledge- Standard #7: W.RBPK.7 Conduct short as well as more sustained research projects based on focus questions, demonstrate new understanding of the subject under investigation.		
1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.		<ul style="list-style-type: none"> • Collaborative Writing
Standard #8: W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.		
1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Recalling Information • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears
Standard #9: W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Begins in Grade 3		
Range of Writing- Standard #10: W.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Writing with Facts • Animal Bodies • Writing Narratives • Writing with Opinions
GRADE 2		
FOUNDATIONAL LITERACY STANDARDS		
Print Concepts-Standard #1: FL.PC.1. Demonstrate understanding of the organization and basic features of print.		
Standard addressed in Kindergarten and Grade 1		
Phonological Awareness-Standard #2: FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
Standard addressed in Kindergarten and Grade 1		

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Phonics and Word Recognition-Standard #3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
2.FL.PWR.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Word Recognition • Automatic Word Recognition • Spell and Blend • Word Blending • Key Word Screening • Word Pattern 	<ul style="list-style-type: none"> • Long vs Short Vowel Sounds
2.FL.PWR.3b. Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> • Songs: Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • All-star Spelling • Word Pattern Spelling • Spelling Scramble • Build Vowel Team Syllable Words • Word Recognition • Automatic Word Recognition • Spell and Blend • Word Blending • Key Word Screening • Word Pattern 	<ul style="list-style-type: none"> • Spelling-sound Correspondences
2.FL.PWR.3c. Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> • Word Recognition • Automatic Word Recognition • Spell and Blend • Word Blending • Key Word Screening • Word Pattern • Automatic Word Recognition • Decode Using the Six Syllable Types • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) 	<ul style="list-style-type: none"> • Two-syllable Letter Patterns

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Phonics and Word Recognition-Standard #3: FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text <i>continued</i> .		
2.FL.PWR.3d. Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare; Prefixes • Suffixes • Comparatives 	<ul style="list-style-type: none"> • Prefix and Suffix
2.FL.PWR.3e. Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> • Word Recognition • Automatic Word Recognition • Identify Variant Vowel Words • Power Word • Spelling Scramble 	<ul style="list-style-type: none"> • Inconsistent Words
2.FL.PWR.3f. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Power Word • Word Recognition • Automatic Word Recognition • Spelling Scramble 	<ul style="list-style-type: none"> • Irregularly Spelled Words
2.FL.PWR.3g. Decode grade-level texts with purpose and understanding.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading Check • Fluency Check
Word Composition-Standard #4: FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
2.FL.WC.4a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Spell and Blend • Spelling Instruction • All-star Spelling • Word Pattern Spelling • Spell Using the Six Syllable Types • Build Syllable Words (CVC, Vowel Team, r-Controlled) 	<ul style="list-style-type: none"> • Learned Spelling Patterns
2.FL.WC.4b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.	<ul style="list-style-type: none"> • Spell and Blend • Spelling Instruction • All-star Spelling • Word Pattern Spelling • Spell Using the Six Syllable Types • Build Syllable Words (CVC, Vowel Team, r-Controlled) 	
2.FL.WC.4c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.	<ul style="list-style-type: none"> • Songs: Tricky Y to I; Double the Fun • Change Y to I • Suffixes • Double the Fun 	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Word Composition-Standard #4: FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly <i>continued.</i>		
2.FL.WC.4d. Write most common, frequently used words and most irregular words.	<ul style="list-style-type: none"> • Spell and Blend • Spelling Instruction • All-star Spelling • Word Pattern Spelling • Spell Using the Six Syllable Types • Build Syllable Words (CVC, Vowel Team, r-Controlled) • Spelling Scramble • Power Word 	
2.FL.WC.4e. Consult reference materials, including beginning dictionaries, to check and correct spelling.	<ul style="list-style-type: none"> • Reading Detective 	<ul style="list-style-type: none"> • Consulting Reference Materials
2.FL.WC.4f. Print legibly in manuscript; write many upper and lowercase letters in cursive.	<ul style="list-style-type: none"> • Letter Trace 	
Fluency-Standard #5: FL.F.5 Read with sufficient accuracy and fluency to support comprehension.		
2.FL.F.5a. Read grade-level text with purpose and understanding.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading Check • Fluency Check
2.FL.F.5b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Expression: Phrases; Quotations; Questions; Pauses; Exclamations 	<ul style="list-style-type: none"> • Reading Check • Fluency Check
2.FL.F.5c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Word Recognition

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Sentence Composition-Standard #6: FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.		
2.FL.SC.6a. Use collective nouns.	<ul style="list-style-type: none"> • Plural Nouns • Irregular Plurals 	
2.FL.SC.6b. Form and use frequently occurring irregular plural nouns.	<ul style="list-style-type: none"> • Song: Strange Spelling • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns 	<ul style="list-style-type: none"> • Irregular Plural Nouns
2.FL.SC.6c. Use reflexive pronouns such as myself and ourselves.		<ul style="list-style-type: none"> • Reflexive Pronouns
2.FL.SC.6d. Form and use the past tense of frequently occurring irregular verbs.	<ul style="list-style-type: none"> • Song: Irregular Verbs • Irregular Verbs 	<ul style="list-style-type: none"> • Past Tense Irregular Verbs
2.FL.SC.6e. Use adjectives and adverbs correctly.	<ul style="list-style-type: none"> • Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives • Revise: Add Details; Use Interesting Words 	<ul style="list-style-type: none"> • Adjectives vs. Adverbs
2.FL.SC.6f. Produce, expand, and rearrange simple and compound sentences.	<ul style="list-style-type: none"> • Revise: Start Sentences Differently; Add Details 	<ul style="list-style-type: none"> • Simple and Compound Sentences
2.FL.SC.6g. Use common coordinating conjunctions.	<ul style="list-style-type: none"> • Power Word 	<ul style="list-style-type: none"> • Conjunctions
2.FL.SC.6h. Capitalize holidays, product names, and geographic names.	<ul style="list-style-type: none"> • Song: Capital Letters • Edit Capitals • Edit Calendar Capitals 	<ul style="list-style-type: none"> • Capitalization
2.FL.SC.6i. Use commas in the greeting and closing of a letter.	<ul style="list-style-type: none"> • Song: Comma, Comma, Comma • Edit Commas 	
2.FL.SC.6j. Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns 	<ul style="list-style-type: none"> • Apostrophes
2.FL.SC.6k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.	<ul style="list-style-type: none"> • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<p>Vocabulary Acquisition-Standard #7: FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>		
<p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Key Words; Compound Words • Prefixes • Suffixes • Comparatives • Compound Words • Vocabulary 	<ul style="list-style-type: none"> • Adding Prefixes to Known Words • Using the Root Word to Determine Meaning • Using Glossaries and Dictionaries • Word Recognition
<p>2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>ii. Distinguish shades of meaning among closely related words.</p>	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives • Synonyms • Verbs 	<ul style="list-style-type: none"> • Identify Real-life Connections • Closely Related Verbs
<p>2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>	

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
READING STANDARDS- LITERATURE		
Key Ideas and Details- Standard # 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Map the Story 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why • Defying Gravity: The Story of Mae Jemison • The Courage to Learn: The Story of Helen Keller
Standard #2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	<ul style="list-style-type: none"> • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Moral of the Story • The Snow Lion: A Chinese Tale
Standard #3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
2.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> • Describe Characters • Map the Story • Sum Up: Five Ws 	<ul style="list-style-type: none"> • How Characters are Affected by Story Events
Craft and Structure- Standard #4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.		<ul style="list-style-type: none"> • Rhythm • Poetry Book 1
Standard #5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> • Sum Up: Remember Order • Map the Story • Sum Up: Five Ws 	
Standard #6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		
2.RL.CS.6 Determine when characters have different points of view.	<ul style="list-style-type: none"> • The Sweater 	<ul style="list-style-type: none"> • Point of View

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Integration of Knowledge and Ideas- Standard #7: R.IK1.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
2.RL.IK1.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> • Compare Characters • Map the Story • Sum Up: Remember Order • Check My Guess • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Understanding Characters, Setting, or Plot • The Snow Lion: A Chinese Tale
Standard #8: R.IK1.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Standard #8 is not applicable to literature.		
Standard # 9: R.IK1.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
2.RL.IK1.9 Compare and contrast two or more versions of the same story by different authors or different cultures.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Compare and Contrast Narrative
Range of Reading and Level of Text Complexity- Standard #10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading Check
READING STANDARDS- INFORMATIONAL TEXT		
Key Ideas and Details- Standard # 1: R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why • Defying Gravity: The Story of Mae Jemison • The Courage to Learn: The Story of Helen Keller

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #2: R.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify the Main Topic The Courage to Learn: The Story of Helen Keller Defying Gravity: The Story of Mae Jemison Taking Flight: The Story of Bessie Coleman
Standard #3: R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge 	<ul style="list-style-type: none"> Connection Between Events
Craft and Structure- Standard #4: R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	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"> Find the Meaning of a Word
Standard #5: R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.	<ul style="list-style-type: none"> Reading Detective 	<ul style="list-style-type: none"> Locating Key Facts
Standard #6: R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		
2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify the Main Purpose of a Text
Integration of Knowledge and Ideas- Standard #7: R.IKI.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Clarifying with Pictures

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #8: R.IK1.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
2.RI.IK1.8 Describe how reasons support specific points an author makes in a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Supporting Ideas with Reason
Standard # 9: R.IK1.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
2.RI.IK1.9 Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> Books: Louis Braille and Seeing Fingers 	<ul style="list-style-type: none"> Compare and Contrast Informational Taking Flight: The Story of Bessie Coleman
Range of Reading and Level of Text Complexity- Standard #10: R.RRTC.10 Read and comprehend complex literary and informational texts independently and proficiently.		
2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Reading Check
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration- Standard #1: SL.CC.1 : Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.		
2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	<ul style="list-style-type: none"> Class Discussion
Standard #2: SL.CC.2 : Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		
2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> Sum Up: Remember Order Sum Up: Five Ws Map the Story 	<ul style="list-style-type: none"> Key Details The Courage to Learn: The Story of Helen Keller Defying Gravity: The Story of Mae Jemison Taking Flight: The Story of Bessie Coleman
Standard #3: SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.		<ul style="list-style-type: none"> Gathering Additional Information Through Questions

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Presentation of Knowledge and Ideas- Standard #4: SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.		
2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		<ul style="list-style-type: none"> • Storytelling • Good Trouble: The Story of John Lewis • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison
Standard #5: SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify 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"> • Creating Stories • Good Trouble: The Story of John Lewis • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison
Standard #6: SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		<ul style="list-style-type: none"> • Forming Complete Sentences
WRITING STANDARDS		
Text Types and Protocol- Standard #1: W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing with Opinions • I Met a Monster

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<p>Standard #2: W.TTP.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		
<p>2.W.TTP.2 Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definition to provide information. c. Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda
<p>Standard #3: W.TTP.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>		
<p>2.W.TTP.3 Write narratives recounting an event or short sequence of events. a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.</p>	<ul style="list-style-type: none"> • Word Processor • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Writing Narratives
<p>Production and Distribution of Writing- Standard #4: W.PDW.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>		
<p>2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> • Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas 	
<p>Standard #5: W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
<p>2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p>	<ul style="list-style-type: none"> • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas 	<ul style="list-style-type: none"> • Editing

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Standard #6: W.PDW.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	<ul style="list-style-type: none"> Word Processor 	<ul style="list-style-type: none"> Taking Flight: The Story of Bessie Coleman In the Lights: The Story of Lin-Manuel Miranda Defying Gravity: The Story of Mae Jemison
Research to Build and Present Knowledge- Standard #7: W.RBPK.7 Conduct short as well as more sustained research projects based on focus questions, demonstrate new understanding of the subject under investigation.		
2.W.RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.		<ul style="list-style-type: none"> Collaborative Writing Recalling Information Taking Flight: The Story of Bessie Coleman In the Lights: The Story of Lin-Manuel Miranda Defying Gravity: The Story of Mae Jemison Good Trouble: The Story of John Lewis
Standard #8: W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.		
2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge 	<ul style="list-style-type: none"> Collaborative Writing Recalling Information Taking Flight: The Story of Bessie Coleman In the Lights: The Story of Lin-Manuel Miranda Defying Gravity: The Story of Mae Jemison Good Trouble: The Story of John Lewis
Standard #9: W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Begins in Grade 3		
Range of Writing- Standard #10: W.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at mentor.waterford.org can be found in Spanish or with Spanish support.

SONGS

Beginning Math Songs

Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

Nursery Songs and Rhymes

Rhyming Words; A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (Spanish); O: Polly, Put the Kettle On; P: This Little Pig; Q: Quack, Quack, Quack; R: Little Rabbit (Chinese); S: Eensy, Weensy Spider; T: Tortillas, Tortillas (Spanish); U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle

Beginning Reading Songs

Comma, Comma, Comma; Homophone Monkey; Antonym Ant; Apples and Bananas; Old MacDonald's Vowels; ABC Show and Tell Sounds; ABC Tongue Twisters; ABC Picture Sounds; Sheep in the Shadows; C-K Rap; S Steals the Z; Blends; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Cat; Verbs that Link; Consonants; Pronouns, Sneaky Magic E; Silent Letters—G-H; Silent Letters—W; Drop Magic E; Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound; Double the Fun; Strange Spelling; More Than One; Reading Detective—Peek at the Story

Many of these songs are available on the [Waterford.org YouTube channel](https://www.youtube.com/channel/UC...).

WEEKLY HOMELINK NEWSLETTERS

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

MATH HOMELINK NEWSLETTERS

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1-10), Order (1-10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11-15, Numbers 16-20

SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

Readiness Skills Letters

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

Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest

WATERFORD MENTOR

Waterford Mentor is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.



Waterford Mentor is available online and in the Mentor app (for iOS and Android).