

CURRICULUM *Correlation*

*Waterford
Reading Academy*

100%

*Michigan's
Essential
Instructional
Practices in Early
Literacy 2023*

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

TABLE OF CONTENTS

ESSENTIAL INSTRUCTIONAL PRACTICES IN EARLY LITERACY.....	1
Essential Instructional Practice 1.....	1
Essential Instructional Practice 2.....	3
Essential Instructional Practice 3.....	5
Essential Instructional Practice 4.....	7
Essential Instructional Practice 5.....	8
Essential Instructional Practice 6.....	12
Essential Instructional Practice 7.....	14
Essential Instructional Practice 8.....	16
Essential Instructional Practice 9.....	17
Essential Instructional Practice 10.....	18
WATERFORD BOOKS AND RELATED ACTIVITIES.....	20
WATERFORD FAMILY ENGAGEMENT RESOURCES.....	22

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
ESSENTIAL INSTRUCTIONAL PRACTICES IN EARLY LITERACY		
1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons		
The teacher:		
<p>creates opportunities for children to see themselves as successful readers and writers by providing appropriately challenging tasks, defining success criteria, scaffolding, providing explicit feedback, incorporating diverse texts and authors that allow children to see that people who are like them in various ways can be successful authors, and other practices</p>	<p>Waterford runs on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity.</p>	<p>Reference Material</p> <ul style="list-style-type: none"> • Waterford's Adaptive Learning Path in Action
<p>provides daily opportunities for children to make choices in their reading and writing (choices may be a limited set of options or from extensive options but within a specified topic or genre</p>	<p>Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.</p>	<p>Teacher Resources</p> <ul style="list-style-type: none"> • José Three • My Super Sticky Sandwich • Anansi and the Seven and the Seven Yam Hills • Animal Bodies • Goldilocks and the Three Bears • The Little Red Hen • Defying Gravity: The Story of Mae Jemison • I Met a Monster
<p>offers regular opportunities for children to collaborate with peers in reading, writing, speaking, and listening, such as through pair and small-group discussions of texts of interest and opportunities to write within group projects</p>	<p>Waterford contains many activities that can be used to integrate speaking and listening into the classroom.</p>	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Mine • My Super Sticky Sandwich • Animal Bodies • Goldilocks and the Three Bears • I Want to Be a Scientist Like Jane Goodall • The Gingerbread Man • Defying Gravity: The Story of Mae Jemison • Good Trouble • In the Lights: The Story of Lin-Manuel Miranda • Taking Flight: The Story of Bessie Coleman • The Snow Lion

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<i>The teacher continued:</i>		
<p>helps establish purposes for children to read, write, and discuss in and out of school, beyond being assigned or expected to do so, such as for their enjoyment/interest, to answer their questions about the natural and social world, to address community needs, to communicate with a specific audience, and to draw on and affirm their identities</p>	<p>Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.</p>	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Mine • José Three • I Want to Be a Scientist Like Jane Goodall • Defying Gravity: The Story of Mae Jemison • Good Trouble • Taking Flight: The Story of Bessie Coleman • Eyes on the Goal: The Story of Abby Wambach
<p>uses additional strategies to generate excitement about reading and writing, such as book talks, updates about book series, and child-centered activities, including incorporating children's interests, involving children in classroom management decision-making processes, and engaging them in creating a positive learning environment. The teacher avoids attempting to incentivize reading through nonreading-related prizes, such as stickers, coupons, or toys, and avoids using reading and writing as "punishment" (e.g., "If you can't listen, I'm going to send you to sit and read")</p>	<p>Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.</p>	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Mine • José Three • My Super Sticky Sandwich • Animal Bodies • Goldilocks and the Three Bears • I Want to Be a Scientist Like Jane Goodall • The Gingerbread Man • Defying Gravity: The Story of Mae Jemison • Good Trouble • In the Lights: The Story of Lin-Manuel Miranda • Taking Flight: The Story of Bessie Coleman • The Snow Lion

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
2. Read-alouds of age-appropriate books and other materials, print or digital, including culturally relevant texts		
Read-alouds involve:		
sets of texts across read-aloud sessions that are thematically and conceptually related and that offer opportunities to learn that children could not yet experience independently	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Informational Books • Read with Me Books • Decodable Books • Traditional Tales • Readable Books • Read-Along Books (See titles at end of document)	Reference Material <ul style="list-style-type: none"> • Book Readability
modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading	Fluent reading is modeled for students through read-alouds of authentic narrative and informational texts.	Reference Material <ul style="list-style-type: none"> • Book Readability
child-friendly explanations of words, concepts, and information within the text; revisiting words after reading and using tools such as movement, props, videos, photos, examples, and nonexamples; and engaging children in saying the words aloud and using the words at other points in the day and over time	<ul style="list-style-type: none"> • Vocab Introduction • Vocab Picture Matching • Vocab Definition Sentences • Vocab Comprehension Sentences • Build Knowledge 	Teacher Resources <ul style="list-style-type: none"> • Identify Real-Life Connections Basic Fluent • Unknown Words • The Watermelon Seed • Mr. Lucky Straw • Using Words Pre Basic Fluent
interactivity, including higher-order discussion among children and between children and teachers before, during, and after reading	<ul style="list-style-type: none"> • Build Knowledge • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? • Map the Story • Connect to Me • Step Into the Story • Describe Characters • Compare Characters 	Teacher Resources <ul style="list-style-type: none"> • Mine • José Three • My Super Sticky Sandwich • Animal Bodies • Goldilocks and the Three Bears • I Want to Be a Scientist Like Jane Goodall • The Gingerbread Man • Defying Gravity: The Story of Mae Jemison • Good Trouble • In the Lights: The Story of Lin-Manuel Miranda • Taking Flight: The Story of Bessie Coleman • The Snow Lion

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<i>Read-alouds involve continued:</i>		
<p>develops print concepts, such as developing children’s directionality by running a finger under the words and asking where to start, with texts being sufficiently visible to children so they can see specific features of print</p>	<p>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.</p>	<p>Teacher Resource</p> <ul style="list-style-type: none"> • Following Words
<p>models application of knowledge and strategies for word recognition (see Essential Three)</p>	<ul style="list-style-type: none"> • Spell and Blend • Word Blending • Power Word • Spelling Scramble • Key Word Screening • Blend Decodable Words • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) • Decode Multisyllabic Words • Decode Using the Six Syllable Types 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Spelling-sound Correspondences Basic Fluent • Word Mapping • Two Syllable Letter Patterns Basic Fluent • Long vs Short Vowel Sounds • Infographic: Six Syllable Types
<p>builds knowledge of the structure and features of text, including, with regard to structure, key story elements and common informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and with regard to text features, tables of contents, diagrams, captions, and indexes</p>	<ul style="list-style-type: none"> • Build Knowledge • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? • Map the Story • Connect to Me • Step Into the Story • Describe Characters • Compare Characters • Check My Guess 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Key Details Narrative Pre Basic • Key Details Informational Pre Basic • Story Retelling • Pulling Information from a Picture or Text • Describe the Story • Compare and Contrast Narrative • Who, What, Where, When, and Why • Understanding Characters, Setting, or Plot • Mine • José Three • My Super Sticky Sandwich • Animal Bodies • Goldilocks and the Three Bears • I Want to Be a Scientist Like Jane Goodall • The Gingerbread Man • Defying Gravity: The Story of Mae Jemison • Good Trouble • In the Lights: The Story of Lin-Manuel Miranda • Taking Flight: The Story of Bessie Coleman • The Snow Lion

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Read-alouds involve <i>continued</i>:		
describes and models comprehension strategies, including activating prior knowledge/predicting, questioning, visualizing, monitoring and fix-up, drawing inferences, and summarizing/retelling	<ul style="list-style-type: none"> • Build Knowledge • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? • Map the Story • Connect to Me • Step Into the Story • Describe Characters • Compare Characters • Check My Guess 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Story Retelling • Describe the Story • Who, What, Where, When, and Why • Mine • José Three • My Super Sticky Sandwich • Animal Bodies • Goldilocks and the Three Bears • I Want to Be a Scientist Like Jane Goodall • The Gingerbread Man • Defying Gravity: The Story of Mae Jemison • Good Trouble • In the Lights: The Story of Lin-Manuel Miranda • Taking Flight: The Story of Bessie Coleman • The Snow Lion
describes and models strategies for ascertaining the meaning of unfamiliar vocabulary	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Unknown Words • The Watermelon Seed • Mr. Lucky Straw • Identify New Meanings for Words
<p>3. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to (i.e., differentiated by) children’s observed and assessed needs in specific aspects of literacy, including both writing and reading development (and therefore not by perceived general “ability” or “level”)</p>		
The teacher:		
ensures that children frequently experience small group instruction and use most of their time in small groups to actually read and write (or work toward this goal in kindergarten and early first grade)	Tailored instruction aligned with the science of reading enables students to progress through the digital learning path at their own pace, offering multiple opportunities for practice as needed and more challenging activities when students are ready. This adaptation is automatic within the powerful digital learning path.	<p>Reference Materials</p> <ul style="list-style-type: none"> • Dashboards and Reports PreK-2 • Waterford's Adaptive Learning Path in Action.

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<i>The teacher continued:</i>		
<p>coaches children as they engage in reading and writing—for example, with reading prompts focusing primarily on identifying words based on letters and groups of letters in words, monitoring for meaning, and rereading and with writing prompts focused on genre, ideation, organization/structure, and mechanics</p>	<ul style="list-style-type: none"> • Sound Room • Blend Decodable Words • Spell and Blend • Word Blending • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) • Decode Multisyllabic Words • Decode Using the Six Syllable Types • Identify r-Controlled Vowel Words • Identify Variant Vowel Words • Power Word • Spelling Scramble • Decodable Books • Readable Books (See titles at end of document.) 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Reading Check Pre Basic Fluent
<p>employs practices for developing reading fluency, such as repeated reading; echo reading; paired, partner, or dyad reading; and continuous or wide reading (many of these practices can also be used with the whole group)</p>	<ul style="list-style-type: none"> • Automatic Word Recognition • Fluency • Fluency Speed • Fluency: Comprehension Check 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Reading Check Pre Basic Fluent • Fluency Check • Fluency Fact Sheet

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<i>The teacher continued:</i>		
<p>includes explicit instruction, as needed, in word recognition strategies, including multisyllabic word decoding, text structure, comprehension strategies, oral language, vocabulary, writing goal setting, and writing strategies</p>	<ul style="list-style-type: none"> • Spell and Blend • Word Blending • Power Word • Spelling Scramble • Key Word Screening • Blend Decodable Words • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) • Decode Multisyllabic Words • Decode Using the Six Syllable Types • Build Knowledge • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? • Map the Story • Connect to Me • Step Into the Story • Describe Characters • Compare Characters • Check My Guess 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Spelling-sound Correspondences Basic Fluent • Two Syllable Letter Patterns Basic Fluent • Long vs. Short Vowel Sounds • Story Retelling • Describe the Story • Who, What, Where, When, and Why • Mine • José Three • My Super Sticky Sandwich • Animal Bodies • Goldilocks and the Three Bears • I Want to Be a Scientist Like Jane Goodall • The Gingerbread Man • Defying Gravity: The Story of Mae Jemison • Good Trouble • In the Lights: The Story of Lin-Manuel Miranda • Taking Flight: The Story of Bessie Coleman • The Snow Lion
<p>is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group's work</p>	<p>Individual student responses determine the activity variations they will encounter that provide numerous opportunities for practice and review in Waterford. Personalized instruction enables students to progress through the sequence at their own pace, offering more challenging activities when they are ready.</p>	<p>Reference Material</p> <ul style="list-style-type: none"> • Waterford's Adaptive Learning Path in Action.
<p>4. Activities that build phonological awareness (grades K and 1)</p>		
<p>Teachers promote phonological awareness development, particularly phonemic awareness development. Although phonological awareness as a construct does not involve letters, phonological awareness instruction is best provided primarily in connection to letters. It entails explicit instruction, demonstration, play with sounds in words, and engaged study of words, such as by:</p>		
<p>listening to and creating variations on books and songs with rhyming or alliteration</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document) 	
<p>sorting pictures, objects, and written words by a sound or sounds (e.g., words with a short-"e" sound versus words with a long-"e" sound)</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound 	<p>Teacher Resource</p> <ul style="list-style-type: none"> • Segmenting Words

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<p>Teachers promote phonological awareness development, particularly phonemic awareness development. Although phonological awareness as a construct does not involve letters, phonological awareness instruction is best provided primarily in connection to letters. It entails explicit instruction, demonstration, play with sounds in words, and engaged study of words, such as by <i>continued</i>:</p>		
<p>doing activities that involve segmenting sounds in words (e.g., Elkonin boxes, in which children move tokens or letters into boxes, with one box for each sound in the word), which supports orthographic mapping and spelling unfamiliar words</p>	<ul style="list-style-type: none"> • Spell and Blend • Build CVC Syllable Words • Power Word • Spelling Scramble 	<p><i>Teacher Resource</i></p> <ul style="list-style-type: none"> • Word Mapping
<p>doing activities that involve blending sounds in words (e.g., “robot talk” in which the teacher says “/f/ /i/ /sh/” [i.e., the sounds “fffff ” “iiiiii” “shhhh”] and children say “fish”), which supports decoding</p>	<ul style="list-style-type: none"> • Blend Every Sound (Phonemes) • Blending Riddles • Find the Picture • Blend Phonemes Instruction 	
<p>creating daily opportunities to write meaningful texts in which children listen for the sounds in words to estimate their spellings</p>	<ul style="list-style-type: none"> • Spell and Blend • Build CVC Syllable Words • Power Word 	<p><i>Teacher Resource</i></p> <ul style="list-style-type: none"> • Word Mapping
<p>5. Explicit instruction in letter-sound and sound-letter relationships</p>		
<p>Earlier in children’s development, such instruction will focus on letter names, the sound(s) associated with the letters, how letters are shaped and formed, and decoding and spelling simple words (e.g., consonant-vowel-consonant [CVC] words with short vowels)</p>	<ul style="list-style-type: none"> • ABC Songs • Letters Introduction • Letter Match • Letter Trace • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter • Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Blend Decodable Words • Build CVC Words • Spell and Blend 	<p><i>Teacher Resources</i></p> <ul style="list-style-type: none"> • Upper and Lowercase Letters • Simple Phonetic Spelling

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
5. Explicit instruction in letter-sound and sound-letter relationships <i>continued</i>		
<p>Later in children’s development, the focus will be on more complex letter-sound relationships, including digraphs (two letters representing one sound, as in “sh,” “th,” “ch,” “oa,” “ee,” and “ie”), blends or consonant clusters (two or three letters representing each of their sounds pronounced in immediate succession within a syllable, as in “bl” in “blue,” “str” in “string,” or “ft” as in “left”), diphthongs (two letters representing a single glided phoneme as in “oi” in “oil” and “ou” in “out”), common and less common spelling patterns (e.g., “-ake” in “cake” or “rake,” “-all,” “-ould”), and patterns in multisyllabic words, all as reflected in each child’s oral language.</p>	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; T-H Has Two Sounds; Where is a Whale?; Charley Chick; Sneaky Magic E • Sound Room • Spell and Blend • Key Word Screening • Word Blending • Say and Trace • Build Consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) • Decode Multisyllabic Words • Decode Using the Six Syllable Types • Identify r-Controlled Vowel Words • Identify Variant Vowel Words 	<p>Teacher Resource</p> <ul style="list-style-type: none"> • Spelling-sound Correspondences Basic Fluent • Word Mapping
<p>Instruction fosters flexibility in children, given that, in English, there are often multiple ways to spell a given sound and multiple sounds that a given spelling can represent.</p>	<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 • Say and Trace • Build CVC Syllable Words • Build Consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words • Spelling Scramble • Power Word 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Word Mapping • Spelling-sound Correspondences Basic Fluent
<p>High-frequency words are taught with full analysis of letter-sound relationships within the words (i.e., not by sight/memory), even in those that are not spelled as would be expected and/or that reflect relationships not yet learned.</p>	<ul style="list-style-type: none"> • Power Word • Spelling Scramble 	

MICHIGAN'S ESSENTIAL INSTRUCTIONAL PRACTICES IN EARLY LITERACY 2023

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Instruction in letter-sound relationships is:		
<p>verbally precise and involves multiple channels, including opportunities to say, read, and write/spell words</p>	<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 • Spell and Blend • Say and Trace • Blend Decodable Words • Word Blending • Key Word Screening • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) • Decode Multisyllabic Words • Decode Using the Six Syllable Types • Identify r-Controlled Vowel Words • Identify Variant Vowel Words • Build CVC Syllable Words • Build Consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words • Spell Using the Six Syllable Types • Spelling Scramble 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Word Mapping • Spelling-sound Correspondences Basic Fluent
<p>informed by careful observations of children’s reading and writing and, as needed, assessments that systematically examine knowledge of specific sound letter relationships</p>	<p>Integrated assessments provide teachers with ongoing data and reports to inform instruction and intervention.</p>	<p>Reference Material</p> <ul style="list-style-type: none"> • Dashboards and Reports PreK-2 <p>Teacher Resources</p> <ul style="list-style-type: none"> • Reading Check Pre Basic Fluent • Fluency Check
<p>taught systematically in relation to students’ needs and aligned with the expectations of the Michigan K-3 Standards for English Language Arts</p>	<p>Individual student responses determine the activity variations they will encounter that provide numerous opportunities for practice and review in Waterford. Personalized instruction enables students to progress through the sequence at their own pace, offering more challenging activities when they are ready.</p>	<p>Reference Material</p> <ul style="list-style-type: none"> • Michigan K-2 ELA Correlation

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<i>Instruction in letter-sound relationships is continued:</i>		
<p>accompanied by opportunities to apply the knowledge of the letter-sound relationships taught by reading books or other connected texts that include those relationships (i.e., texts in which most of the words are decodable based on what children have learned up to that point in the scope and sequence in addition to being written with attention to other factors, such as engagingness and the extent to which the reader is likely to be able to create a mental image associated with the meaning of the word [imageability])</p>	<ul style="list-style-type: none"> • Readable Books (See titles at end of document.) 	<p>Reference Materials</p> <ul style="list-style-type: none"> • Phonics Fact Sheet • Phonics Scope & Sequence <p>Teacher Resources</p> <ul style="list-style-type: none"> • Waterford Beginning Readers and Decodable Books • Reading Check Pre Basic Fluent
<p>reinforced by coaching children during reading, most notably by prompting children to attend to the letters in words, recognize letter-sound relationships they have been taught, and monitor for meaning (not to identify words but to monitor/cross-check whether the word that has been decoded makes sense)</p>	<ul style="list-style-type: none"> • Sound Room • Blend Decodable Words • Spell and Blend • Word Blending • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) • Decode Multisyllabic Words • Decode Using the Six Syllable Types • Identify r-Controlled Vowel Words • Identify Variant Vowel Words • Power Word • Spelling Scramble • Decodable Books • Readable Books (See titles at end of document.) 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Reading Check Pre Basic Fluent

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
6. Research- and standards-aligned writing instruction on a daily basis and across content areas in the school day		
The teacher provides opportunities for children to write a variety of texts for a variety of purposes and audiences. To support children in doing so, the teacher provides:		
<p>interactive writing experiences in grades K and 1, in which the teacher leads the writing and addresses children’s developmental strengths and needs through explicit teaching, modeling, and involving children in writing in order to jointly compose a text</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 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Writing With Opinions Pre Basic • Writing With Facts Pre Basic • Writing Narratives Pre Basic • Collaborative Writing Pre Basic • My Super Sticky Sandwich • Animal Bodies • Goldilocks and the Three Bears • The Ugly Duckling • The Three Little Pigs • The Little Red Hen • Anansi and the Seven Yam Hills • I Want to Be a Scientist Like Jane Goodall
<p>instruction that fosters children’s motivation and engagement with writing in alignment with Essential One</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 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Writing With Opinions Pre Basic Fluent • Writing With Facts Pre Basic Fluent • Writing Narratives Pre Basic Fluent • Collaborative Writing Pre Basic Fluent • My Super Sticky Sandwich • Animal Bodies • Goldilocks and the Three Bears • The Ugly Duckling • The Three Little Pigs • The Little Red Hen • Anansi and the Seven Yam Hills • I Want to Be a Scientist Like Jane Goodall • I Met a Monster • 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

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<p>The teacher provides opportunities for children to write a variety of texts for a variety of purposes and audiences. To support children in doing so, the teacher provides <i>continued</i>:</p>		
<p>instruction in writing processes and strategies—that is, teaching children a set of steps they can engage in independently to research, plan, revise, and edit writing, using a gradual release of responsibility</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 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Writing With Facts Pre Basic Fluent • Collaborative Writing Pre Basic Fluent • Animal Bodies • I Want to Be a Scientist Like Jane Goodall • 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
<p>opportunities to study models of writing, particularly opinion, informative/explanatory, and narrative texts (real and imagined), including texts by diverse authors (see Essential 8)</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 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Writing With Opinions Pre Basic Fluent • Writing With Facts Pre Basic Fluent • Writing Narratives Pre Basic Fluent • Collaborative Writing Pre Basic Fluent • My Super Sticky Sandwich • Animal Bodies • Goldilocks and the Three Bears • The Ugly Duckling • The Three Little Pigs • The Little Red Hen • Anansi and the Seven Yam Hills • I Want to Be a Scientist Like Jane Goodall • I Met a Monster • 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

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<p>The teacher provides opportunities for children to write a variety of texts for a variety of purposes and audiences. To support children in doing so, the teacher provides <i>continued</i>:</p>		
<p>explicit instruction in letter formation, with frequent, brief practice in writing specific letters, handwriting fluency (moving toward automaticity with authentic writing while maintaining legibility), spelling strategies (e.g., listening for sounds in words, syllable breaking, morphemic analysis), capitalization, punctuation, sentence construction (e.g., sentence combining), keyboarding (first expected by the end of grade 3), and word processing</p>	<ul style="list-style-type: none"> • Letter Trace • Spell and Blend • Build CVC Syllable Words • Build Consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words • Spell Using the Six Syllable Types • Spelling Scramble • All-Star Spelling • Edit: Tricky Spelling; Capitals; Commas; Spelling; Punctuation; End Punctuation • Word Processor 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Word Mapping • Spelling-sound Correspondences Basic Fluent • Editing Pre Basic
<p>7. Intentional and ambitious efforts to build vocabulary and knowledge, including content and other cultural knowledge, throughout the day</p>		
<p>The teacher:</p>		
<p>selects vocabulary words to teach from read-alouds of literature and informational texts and from content area curricula</p>	<ul style="list-style-type: none"> • Vocab Introduction • Vocab Picture Matching • Vocab Definition Sentences • Vocab Comprehension Sentences • Build Knowledge 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Unknown Words • The Watermelon Seed • Mr. Lucky Straw
<p>introduces word meanings to children during reading and content-area instruction using child-friendly explanations and providing opportunities for children to pronounce the new words and see the spelling of the new words</p>	<ul style="list-style-type: none"> • Vocab Introduction • Vocab Picture Matching • Vocab Definition Sentences • Vocab Comprehension Sentences • Build Knowledge 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Unknown Words • The Watermelon Seed • Mr. Lucky Straw

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<i>The teacher continued:</i>		
<p>provides many opportunities for children to review and use new vocabulary over time, including discussing ways that new vocabulary words relate to one another and to children's existing knowledge, addressing multiple meanings or nuanced meanings of a word across different contexts, and encouraging children to use new words in meaningful contexts (e.g., discussion of texts, discussion of content-area learning, semantic maps, writing)</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Unknown Words • The Watermelon Seed • Mr. Lucky Straw • Using Words Pre Basic Fluent
<p>teaches, models, and provides practice with discussion processes and protocols and encourages a variety of ways for children to communicate with one another and the teacher (e.g., gestures, multiple languages, and all of their linguistic resources)</p>	<p>Waterford contains many activities that can be used to integrate speaking and listening into the classroom.</p>	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Speaking and Listening • Class Discussion Basic Fluent
<p>teaches morphology (i.e., the meaning of word parts), including common word roots, cognates, prefixes, and suffixes</p>	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare • Prefixes • Suffixes • Comparatives 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Frequently Occurring Inflections and Affixes • Cluing Off Frequently Occurring Affixes • Frequently Occurring Root Words • Prefix and Suffix • Using the Root Word to Determine Meaning • Adding Prefixes to Known Words

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
8. Abundant reading material in classroom and school libraries and reading opportunities in the classroom		
The classroom includes:		
<p>a wide range of books and other texts (print, audio, video, and digital), including information books, poetry, and storybooks that children are supported in physically accessing (rather than being hidden away) that portray groups of people in ways that are multidimensional, not monolithic, and that challenge stereotypes</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Informational Books • Read with Me Books • Decodable Books • Traditional Tales • Readable Books • Read-Along Books <p>(See titles at end of document)</p>	<p><i>Reference Material</i></p> <ul style="list-style-type: none"> • Windows and Mirrors: Curriculum that Honors All Learners English Spanish
<p>teacher-supported access to books from the classroom, school, and/or public library that children can borrow to bring home and/or access digitally</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Informational Books • Read with Me Books • Decodable Books • Traditional Tales • Readable Books • Read-Along Books <p>(See titles at end of document)</p>	
<p>comfortable places in which to read books, frequently visited by the teacher(s) and adult volunteers recruited to the classroom in order to support and encourage children's engagement with texts</p>	<p>Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.</p>	
<p>opportunities for children to engage in the reading of materials of their choice every day, with supports that include:</p> <ol style="list-style-type: none"> a) instruction and coaching in how to select texts, b) instruction and coaching in employing productive strategies during reading, c) feedback on children's reading, and d) post-reading response activities, including text discussion 	<p>Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.</p>	

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
9. Ongoing observation and other forms of assessment of children’s language and literacy development that informs their education		
The teacher:		
<p>engages in observation and other forms of assessment that are not biased by race, socioeconomic status, or other factors and that are guided by</p> <ul style="list-style-type: none"> the teacher’s understanding of language and literacy development (which must be continuously developed) the Michigan K to 12 Standards for English Language Arts 	<p>Assessment tools are embedded throughout the program and supplemented with offline observational and fluency resources. Embedded assessments are reported via the dashboards and reports with data refreshed every 24 hours.</p>	<p>Reference Material</p> <ul style="list-style-type: none"> Dashboards and Reports PreK-2 <p>Teacher Resources</p> <ul style="list-style-type: none"> Reading Check Pre Basic Fluent Fluency Check Print Concepts Observation Tool
<p>prioritizes observations during reading and writing, with a focus on observations informing the next steps in instruction (e.g., specific spelling patterns to reteach, specific genre features that don’t appear to require further instruction)</p>	<p>Integrated assessments provide teachers with ongoing data and reports to inform instruction and intervention.</p>	<p>Reference Material</p> <ul style="list-style-type: none"> Dashboards and Reports PreK-2 <p>Teacher Resources</p> <ul style="list-style-type: none"> Reading Check Pre Basic Fluent Fluency Check Print Concepts Observation Tool
<p>administers assessments of specific aspects of literacy development and of reading and writing as a source of information to identify children who may need additional instructional support and to build on the strengths of each child</p>	<p>Integrated assessments provide teachers with ongoing data and reports to inform instruction and intervention.</p>	<p>Reference Material</p> <ul style="list-style-type: none"> Dashboards and Reports PreK-2 <p>Teacher Resources</p> <ul style="list-style-type: none"> Reading Check Pre Basic Fluent Fluency Check
<p>employs formative and diagnostic assessment tools for the purpose of identifying specific instructional strengths and needs (e.g., assessing knowledge of specific sound(s)-letter(s) relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used) in order to inform next steps in classroom instruction</p>	<p>Integrated assessments provide teachers with ongoing data and reports to inform instruction and intervention.</p>	<p>Reference Material</p> <ul style="list-style-type: none"> Dashboards and Reports PreK-2 <p>Teacher Resources</p> <ul style="list-style-type: none"> Reading Check Pre Basic Fluent Fluency Check

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
10. Collaboration with families, caregivers, and the community in promoting literacy		
Families, caregivers, and the community engage in language and literacy interactions with children that can be drawn upon and extended in kindergarten through third grade. Educators should work together to incorporate family, caregivers, and community funds of knowledge, assets, and perspectives into the classroom. Classroom teachers should serve as connectors between schools and families by		
inviting families, caregivers, and community members: <ul style="list-style-type: none"> • read, present, and lead activities that share their personal and professional knowledge and engage children in literacy experiences in school • to work with teachers to develop ways to build upon and further incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family, and traveling in the bus or car 	Waterford recognizes the important role families play in supporting a child's academic success and has developed family engagement programs directly involving parents and caregivers in their child's learning objectives.	Family Resources <ul style="list-style-type: none"> • Learning Together Calendars • HomeLink Newsletter • Reading Together Activities • Learning Together Activities
collaborating with families and caregivers regarding ways to read aloud to children and engage children in discussions during reading and writing	Waterford recognizes the important role families play in supporting a child's academic success and has developed family engagement programs directly involving parents and caregivers in their child's learning objectives. Families develop an understanding of how to support their child's education at-home and why specific academic and mindset skills are critically important to their learning journey.	Family Resources <ul style="list-style-type: none"> • Learning Together Calendars • HomeLink Newsletters • Reading Together Activities • Learning Together Activities • Reading Together Bookmark English Spanish
incorporating songs, oral storytelling, and other texts from children's homes and communities into classroom activities (e.g., from cultural institutions in the community, neighborhood businesses)		Reference Material <ul style="list-style-type: none"> • Windows and Mirrors: Curriculum that Honors All Learners English Spanish

ESSENTIAL PRACTICES	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<p>Families, caregivers, and the community engage in language and literacy interactions with children that can be drawn upon and extended in kindergarten through third grade. Educators should work together to incorporate family, caregivers, and community funds of knowledge, assets, and perspectives into the classroom. Classroom teachers should serve as connectors between schools and families by <i>continued</i></p>		
<p>promoting children's out-of school reading</p>		<p>Family Resources</p> <ul style="list-style-type: none"> • Learning Together Calendars • HomeLink Newsletters • Reading Together Activities • Reading Together Bookmark English Spanish
<p>supporting families in fostering academic literacy learning at home and in after-school settings, including over the summer months (e.g., staffing after-school tutoring programs, providing materials for summer reading, providing structures for summer reading)</p>	<p>Waterford recognizes the important role families play in supporting a child's academic success and has developed family engagement programs directly involving parents and caregivers in their child's learning objectives. Families develop an understanding of how to support their child's education at-home and why specific academic and mindset skills are critically important to their learning journey.</p>	<p>Family Resources</p> <ul style="list-style-type: none"> • Learning Together Calendars • HomeLink Newsletters • Reading Together Activities • Reading Together Bookmark English Spanish
<p>encouraging families to speak with children in their home/most comfortable language, whether or not that language is English</p>		<p>Reference Material</p> <ul style="list-style-type: none"> • Windows and Mirrors: Curriculum that Honors All Learners English Spanish
<p>providing literacy-supporting resources, such as:</p> <ul style="list-style-type: none"> • books and other materials from the classroom and digital libraries that children can use or keep that reflect Essential 8, bullet one • information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development • announcements about local events passes to local museums (for example, through www.michiganactivitypass.info) 	<p>Waterford recognizes the important role families play in supporting a child's academic success and has developed family engagement programs directly involving parents and caregivers in their child's learning objectives. Families develop an understanding of how to support their child's education at-home and why specific academic and mindset skills are critically important to their learning journey.</p>	<p>Family Resources</p> <ul style="list-style-type: none"> • Learning Together Calendars • HomeLink Newsletters • Reading Together Activities • Reading Together Bookmark English Spanish

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).