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CURRICULUM

Correlation Criteria: OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS 2017
for KINDERGARTEN, 1ST, AND 2ND GRADES

OCTOBER 2024

CURRICULUM
Correlation

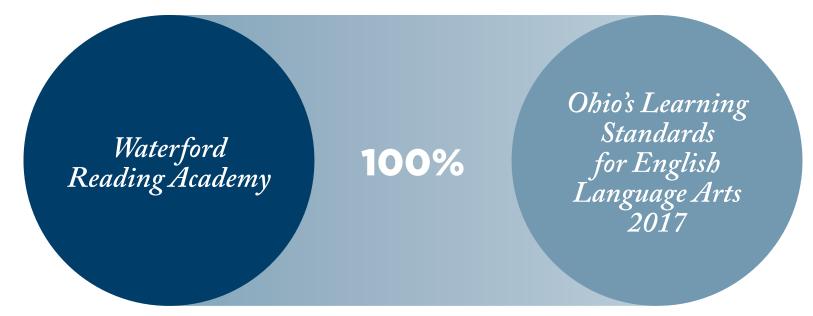**Waterford Reading Academy**

100%

Ohio's Learning Standards for English Language Arts 2017

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

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OVERVIEW

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This document provides a detailed correlation of WATERFORD READING ACADEMY *to* OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS 2017

CORRELATION DESCRIPTION

This document aligns Ohio's Learning Standards for English Language Arts 2017 to Waterford.org's digital activities and supporting resources.

Waterford Digital Resources

Waterford programs include engaging, evidence-based digital activities anchored in the science of learning that progress through an adaptive learning path in reading, math, and science. These activities are also available for collaborative instruction at teacher.waterford.org.

- **Classroom Playlists** enable teachers to harness learning technologies in whole-class instruction, flexible small groups, and personalized support for individual students.

Waterford Resources

Waterford provides an engaging, diverse collection of PDF resources tailored to boost children's learning experiences, empowering instruction in both classroom and home settings.

- **Teacher Resources** encompass class activities, reference materials, teacher guides, an array of books, and more.
- **Family Resources** encompass newsletters, activity sets, and reference materials, all available in both English and Spanish.

WATERFORD CURRICULUM DETAILS

Waterford programs leverage the science of learning and evidence-based research to optimize reading development, accelerate learning, and target interventions for PreK–2nd grade learners.

Adaptive, Individualized Learning

Tailored instruction enables students to progress through the sequence 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 learning sequence. More information on the adaptive learning sequence can be found in Waterford's Adaptive Learning Path in Action video.

Data-Informed Instruction

Administrators and teachers can use the program's reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Examples of the reporting features can be found here.

Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

READING SEQUENCE

Waterford's Reading Sequence is aligned to the Science of Reading, with explicit and systematic instruction. The sequence develops phonics; phonological awareness; comprehension and vocabulary; language concepts and writing; and fluency. More detailed information can be found in the Reading Skills Scope & Sequence.

MATH AND SCIENCE SEQUENCE

Waterford's Math and Science Sequence is designed around clear instructional principles. The math sequence develops numbers and operations (including counting and cardinality); operations and algebraic thinking; measurement and data; and geometry. The science sequence develops an understanding of physical, life, earth and space domains. More detailed information can be found in the Math and Science Scope & Sequence.

SMARTSTART SEQUENCE

Waterford's SmartStart Sequence is designed so learners are exposed to the foundational principles critical to kindergarten readiness. SmartStart combines the digital learning path with teacher resources to teach early reading, math, science, and social studies concepts as well as executive function, creative arts, health, and physical development. More detailed information can be found in the SmartStart Scope & Sequence.

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
KINDERGARTEN		
Reading Standards for Literature		
Key Ideas and Details		
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	• Describe Characters • Find an Answer • Sum Up: Five Ws *Classroom Playlist* • OH: K: RL: Key Ideas: Key Details in Text	• Key Details Narrative • Seeing Fingers • Mine
RL.K.2. With prompting and support, retell familiar stories, including key details.	• Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? *Classroom Playlist* • OH: K: RL: Key Ideas: Retell Stories	• Story Retelling • My Super Sticky Sandwich
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	• Sum Up: Five Ws • Describe Characters *Classroom Playlist* • OH: K: RL: Key Ideas: Key Details in Text	• Identify Story Elements • Seeing Fingers
Craft and Structure		
RL.K.4. Ask and answer questions about unknown words in a 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.	• Unknown Words • The Watermelon Seed
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	• Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.) *Classroom Playlist* • OH: K: RL: Craft and Structure: Common Types of Texts	• Types of Text

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Craft and Structure *continued*		
RL.K.6. With prompting and support, name the author and the illustrator of a story and define the role of each in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. *Classroom Playlist* • OH: K: RL/RI: Craft and Structure: Author and Illustrator	• Identifying the Author and Illustrator
Integration of Knowledge and Ideas		
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear. (e.g., what moment in a story an illustration depicts).	• Words Tell About the Pictures • Peek at the Story *Classroom Playlist* • OH: K: RL/RI: Knowledge and Ideas: Illustration and Text	• Relationship Between Picture and Story • Jose Three
8. (Not applicable to literature)		
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• Compare Characters *Classroom Playlist* • OH: K: RL: Knowledge and Ideas: Compare and Contrast	• Compare and Contrast
Range of Reading and Level of Text Complexity		
RL.K.10. Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	• Read With Me • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	• Group Reading Activities
Reading Standards for Informational Text		
Key Ideas and Details		
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	• Find an Answer • Sum Up: Five Ws *Classroom Playlist* • OH: K: RI: Key Ideas: Key Details in Text	• Key Details Informational • Seeing Fingers
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	• Sum Up: Remember Order • Sum Up: Five Ws *Classroom Playlist* • OH: K: RI: Key Ideas: Key Details in Text	• Identify Main Topic

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Key Ideas and Details *continued*		
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm • Connect to Me	• Connection Between Events • Seeing Fingers
Craft and Structure		
RI.K.4. With prompting and support, ask and answer questions about unknown words in a 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.	• Unknown Words
RI.K.5. Identify the front cover, back cover, and title page of a book.	• Print Concepts ***Classroom Playlist*** • OH: K: RI: Craft and Structure: Parts of a Book	• Parts of a Book
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. ***Classroom Playlist*** • OH: K: RL/RI: Craft and Structure: Author and Illustrator	• Identifying the Author and Illustrator
Integration of Knowledge and Ideas		
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	• Informational Books (See titles at end of document.) ***Classroom Playlist*** • OH: K: RL/RI: Knowledge and Ideas: Illustration and Text	• Relating Pictures and Text
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	• Book: What Is a Cloud?	• Supporting ideas with Reason
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Books: Creepy Crawlers and Garden Visitors ***Classroom Playlist*** • OH: K: RI: Knowledge and Ideas: Similarities and Differences in Two Texts	• Find the Similarity Between Two Texts • The Watermelon Seed

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Range of Reading and Level of Text Complexity		
RI.K.10. Actively engage in group reading activities with purpose and understanding.	• Informational Books (See titles at end of document.)	• Group Reading Activities
Reading Standards for Foundational Skills		
Print Concepts		
RF.K.1. Demonstrate understanding of the organization and basic features of print. • RF.K.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. *Classroom Playlist* • OH: K: Foundational Skills: Print Concepts: Directionality	• Following Words
RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	• Letters Make Words *Classroom Playlist* • OH: K: Foundational Skills: Print Concepts: Letters Make Words	• Recognizing Written Words
RF.K.1c. Understand that words are separated by spaces in print.	• Print Concepts *Classroom Playlist* • OH: K: Foundational Skills: Print Concepts: Spaces in Print	• Understanding Spaces in Print
RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.	• ABC Songs • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter *Classroom Playlists* • OH: K: Foundational Skills: Print Concepts: Letter Recognition: Uppercase • OH: K: Foundational Skills: Print Concepts: Letter Recognition: Lowercase	• Upper and Lowercase Letters

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Phonological Awareness		
RF.K.2. Demonstrate understanding of spoken words, syllables, and phonemes (sounds). • RF.K.2a. Recognize and produce rhyming words.	• Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me • One Doesn't Rhyme *Classroom Playlist* • OH: K: Foundational Skills: Phonological Awareness: Rhyming Words	• Rhyming Words
RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.	• Syllable • Syllable Safari • Blend Spoken Syllables *Classroom Playlists* • OH: K: Foundational Skills: Phonological Awareness: Segmenting Syllables • OH: K: Foundational Skills: Phonological Awareness: Blending Syllables	• Segmenting Syllables
RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.	• Blend Onset/Rime Sounds • Blending Riddles • Segment Onset/Rime *Classroom Playlists* • OH: K: Foundational Skills: Phonological Awareness: Blend Onset and Rime • OH: K: Foundational Skills: Phonological Awareness: Segment Onset and Rime	• Single Syllable Letter Patterns

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Phonological Awareness *continued*		
RF.K.2d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	• Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Match Initial Sounds • Where Is the Sound? *Classroom Playlist* • OH: K: Foundational Skills: Phonological Awareness: Initial Sound • OH: K: Foundational Skills: Phonological Awareness: Final Sound • OH: K: Foundational Skills: Phonological Awareness: Isolate Sounds	• Segmenting Words
RF.K.2e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.	• Phoneme Substitution • One, Two, Three Sounds *Classroom Playlist* • OH: K: Foundational Skills: Phonological Awareness: Add Phonemes • OH: K: Foundational Skills: Phonological Awareness: Substitute Phonemes	
Phonics and Word Recognition		
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. • RF.K.3a. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	• Sound Song • Letter Sound • Letter Sound Screening • Name That Letter Sound • Sound Room *Classroom Playlist* • OH: K: Foundational Skills: Phonics: Letter Sounds	

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Phonics and Word Recognition *continued*		
RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	• Vowel Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Sound Song • Sound Room • Letter Sound • Name That Letter Sound • Identify Short and Long Vowel Sounds ***Classroom Playlist*** • OH: K: Foundational Skills: Phonics: Long and Short Vowel Sounds	• Major Vowels
RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	• Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Word ***Classroom Playlist*** • OH: HFWs	
RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	• Letter Sound • Letter Sound Screening • Name That Letter Sound ***Classroom Playlist*** • OH: K: Foundational Skills: Phonics: Similarly Spelled Words	
Fluency		
RF.K.4. Read emergent-reader texts with purpose and understanding.	• Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Readable Books (See titles at end of document.)	• Reading Check • Decodable Books ***Reference Material*** • Waterford Beginning Readers and Decodable Books

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Writing Standards		
Text Types and Purposes		
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is…).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• [Writing with Opinions](#)
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.		• [Writing with Facts](#)
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		• [Writing Narratives](#) • [My Super Sticky Sandwich](#)
Production and Distribution of Writing		
4. Begins in grade 3.		
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		• [Editing](#)
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice, Word Processor activities.	

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Research to Build and Present Knowledge		
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		• Collaborative Writing
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Connect to Me • Find an Answer • Build Knowledge	• Recalling Information
9. Begins in grade 4.		
Range of Writing		
10. Begins in grade 3.		
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.K.1. Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. • SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		• Speaking and Listening
SL.K.1b. Continue a conversation through multiple exchanges.		• Conversation Building
SL.K.2. Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	*Classroom Playlists* • OH: K: RL: Key Ideas: Key Details in Text • OH: K: RI: Key Ideas: Key Details in Text	• Clarifying Information

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OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Comprehension and Collaboration *continued*		
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Science Investigation	• Clarifying Information
Presentation of Knowledge and Ideas		
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.		• Describing Things
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.		• Expressing Ideas Through Pictures
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.		• Speaking to Express Ideas
Language Standards		
Conventions of Standard English		
L.K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • L.K.1a. Print many upper- and lowercase letters.	• Letter Pictures • Letter Trace ***Classroom Playlist*** • OH: K: Language: Conventions: Print Letters: Lowercase • OH: K: Language: Conventions: Print Letters: Uppercase	• Print Upper- and Lowercase Letters
L.K.1b. Use frequently occurring nouns and verbs.	• Songs: Nouns; Verbs • Nouns • Verbs ***Classroom Playlists*** • OH: K: Language: Conventions: Nouns • OH: K: Language: Conventions: Verbs	
L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	• Songs: Nouns; More Than One • Nouns • Plural Nouns ***Classroom Playlist*** • OH: K: Language: Conventions: Plural Nouns	

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Conventions of Standard English *continued*		
L.K.1d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).	• Sum Up: Five Ws ***Classroom Playlist*** • OH: K: Language: Conventions: Question Words	
L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	• Song: Preposition Cat ***Classroom Playlist*** • OH: K: Language: Conventions: Prepositions	
L.K.1f. Produce and expand complete sentences in shared language activities.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks ***Classroom Playlist*** • OH: K: Language: Conventions: Complete Sentences	• [Complete Sentences](#) • [Mine](#)
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.K.2a. Capitalize the first word in a sentence and the pronoun I.	• Song: What Is a Sentence? • Sentences ***Classroom Playlist*** • OH: K: Language: Conventions: Capitalization	• [Capitalization](#)
L.K.2b. Recognize and name end punctuation.	• Songs: What Is a Sentence?; Sentence Marks • Sentence Marks ***Classroom Playlist*** • OH: K: Language: Conventions: End Punctuation	• [Punctuation](#)
L.K.2c. Write a letter or letters for most consonant and short-vowel phonemes (sounds).	• Sound Song • Letter Pictures • Letter Trace ***Classroom Playlists*** • OH: K: Language: Conventions: Print Letters: Lowercase • OH: K: Language: Conventions: Print Letters: Uppercase	• [Write Consonants and Short-Vowels](#)

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Conventions of Standard English *continued*		
L.K.1d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Sound Song • Letter Sound • Letter Sound Screening • Letter Trace • Build CVC Syllable Words *Classroom Playlist* • OH: K: Language: Conventions: Spelling	• Simple Phonetic Spelling
Knowledge of Language		
3. Begins in grade 2.		
Vocabulary Acquisition and Use		
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. • L.K.4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	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.	• Identify New Meanings for Words • Unknown Words • Using Words
L.K.4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	• Songs: More Than One; Put It At the Front; Put It At the End • Prefixes • Suffixes • Plural Nouns *Classroom Playlists* • OH: K: Language: Vocabulary: Suffixes • OH: K: Language: Vocabulary: Prefixes	• Frequently Occurring Inflections and Affixes
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. • L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	• Sort • Make Comparisons *Classroom Playlist* • OH: K: Language: Vocabulary: Sort	• Common Object Sorting • My Super Sticky Sandwich

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Vocabulary Acquisition and Use *continued*		
L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).	• Songs: Verbs; Antonym Ant • Book: Opposites • Opposites • Verbs • Adjectives ***Classroom Playlist*** • OH: K: Language: Vocabulary: Opposites	• Antonyms for Verbs and Adjectives • My Super Sticky Sandwich
L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	• Connect to Me	• Identify Real-Life Connections
L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		• Distinguish meaning among verb
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	• Using Words
GRADE 1		
Reading Standards for Literature		
Key Ideas and Details		
RL.1.1. Ask and answer questions about key details in a text.	• Sum Up: Five Ws • Find an Answer ***Classroom Playlist*** • OH: 1: RL: Key Ideas: Key Details	• Key Details • The Gingerbread Man
RL.1.2 Analyze literary text development. • RL.1.2a. Demonstrate understanding of the lesson	• Sum Up: Remember Order • Sum Up: Five Ws • Find an Answer	• Key Details • The Gingerbread Man
RL.1.2b. Retell stories, including key details.	• Sum Up: Five Ws • Sum Up: Remember Order ***Classroom Playlist*** • OH: 1: RL: Key Ideas: Retell Stories	• Mr. Lucky Straw • Story Retelling • Goldilocks and the Three Bears • The Gingerbread Man

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Key Ideas and Details *continued*		
RL.1.3. Describe characters, settings, and major events in a story, using key details.	• Describe Characters • Compare Characters • Sum Up: Remember Order • Sum Up: Five Ws *Classroom Playlist* • OH: 1: RL: Key Ideas: Describe Characters	• Describe the Story 1 • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • The Gingerbread Man
Craft and Structure		
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		• Feeling and Senses
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	• Traditional Tales • Informational Books (See titles at end of document.) *Classroom Playlist* • OH: 1: RL: Craft and Structure: Text Difference	• Information vs. Story
RL.1.6. Identify who is telling the story at various points in a text.	• Book: The Sweater • The Sweater Intro • The Sweater Outro *Classroom Playlist* • OH: 1: RL: Craft and Structure: Who Is Telling the Story	• Who Is Telling the Story? • Mr. Lucky Straw
Integration of Knowledge and Ideas		
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	• Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order *Classroom Playlist* • OH: 1: RL: Key Ideas: Describe Characters	• Describe the Story 1 • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • The Gingerbread Man
8. (Not applicable to literature)		
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	• Describe Characters • Compare Characters *Classroom Playlist* • OH: 1: RL: Knowledge and Ideas: Compare and Contrast Experiences	• Character Experiences • The Little Red Hen • The Ugly Duckling

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Range of Reading and Level of Text Complexity		
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	• Traditional Tales • Readable Books (See titles at end of document.) • Build Knowledge	
Reading Standards for Informational Text		
Key Ideas and Details		
RI.1.1. Ask and answer questions about key details in a text.	• Informational Books (See titles at end of document.) • Sum Up: Five Ws • Find an Answer	• Key Details Informational
RI.1.2. Analyze informational text development. • RI.1.2a. Identify the main topic.	• Informational Books (See titles at end of document.)	• Identify the Main Topic • I Want to Be a Scientist Like Jane Goodall
RI.1.2b. Retell key details of a text.	• Sum Up: Remember Order • Sum Up: Five Ws	• Identify the Main Topic
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Connect to Me • Build Knowledge	• Connecting Ideas
Craft and Structure		
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a 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.	• Mr. Lucky Straw
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	• Reading Detective	• Locating Key Facts

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Craft and Structure *continued*		
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• Informational Books (See titles at end of document.)	• Pulling Information from a Picture or Text • Animal Bodies • Mr. Lucky Straw
Integration of Knowledge and Ideas		
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	• Informational Books (See titles at end of document.)	• Pulling Information from a Picture or Text • Animal Bodies • Mr. Lucky Straw
RI.1.8. Identify the reasons an author gives to support points in a text.	• Informational Books (See titles at end of document.)	• Identify Supporting Points
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Informational Books (See titles at end of document.)	• Find the similarity between two texts
Range of Reading and Level of Text Complexity		
RI.1.10. With prompting and support read informational texts appropriately complex for grade 1.	• Informational Books (See titles at end of document.)	• Informational Reading • Animal Bodies • I Want to Be a Scientist Like Jane Goodall
Reading Standards for Foundational Skills		
Print Concepts		
RF.1.1. Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	• Songs: What Is a Sentence?; Capital Letters; Sentence Marks • Sentences • Sentence Marks • Edit Capitals *Classroom Playlist* • OH: 1: Foundational Skills: Print Concepts: Sentence Features	• Sentence Features

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Phonological Awareness		
RF.1.2. Demonstrate understanding of spoken words, syllables, and phonemes (sounds). • RF.1.2a. Distinguish long from short vowel sounds in spoken single-syllable words.	• Songs: Old MacDonald Has Some Vowels; Apples and Bananas • Identify Short and Long Vowel Sounds *Classroom Playlist* • OH: 1: Foundational Skills: Phonological Awareness: Long and Short Vowel Sounds	• Long vs Short Vowel Sounds
RF.1.2b. Orally produce single-syllable words by blending phonemes, including consonant blends.	• Blend Phonemes • Blend Every Sound (Phonemes) • Find the Picture • Blending Riddles *Classroom Playlist* • OH: 1: Foundational Skills: Phonological Awareness: Blend Sounds	• Form Words by Blending Sounds
RF.1.2c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.	• Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? *Classroom Playlists* • OH: 1: Foundational Skills: Phonological Awareness: Initial Sound • OH: 1: Foundational Skills: Phonological Awareness: Final Sound • OH: 1: Foundational Skills: Phonological Awareness: Where Is the Sound?	• Segmenting Words
RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual phonemes.	• Phoneme Segmentation *Classroom Playlist* • OH: 1: Foundational Skills: Phonological Awareness: Phoneme Segmentation	• Segmenting Words into Phonemes

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Phonics and Word Recognition		
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. • RF.1.3a. Know the spelling-sound correspondences for common consonant digraphs.	• Songs: Blends: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; T-H Has Two Sounds; Charley Chick; Where is a Whale? • Blend Phonemes • Pattern Words • Spell and Blend • Sound Room *Classroom Playlist* • OH: 1: Foundational Skills: Phonics: Digraphs	• Spelling-sound Correspondences
RF.1.3b. Decode regularly spelled one-syllable words.	• Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words • Key Word Match • Spell and Blend • Key Word Screening • Word Blending • Word Pattern *Classroom Playlist* • OH: Decode and Spell Words:	• Single Syllable Letter Patterns
RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds.	• Songs: Eensy, Weensy Mouse; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Pattern • Word Blending • Spell and Blend • Key Word Screening *Classroom Playlist* • OH: Decode and Spell Words:	• Long Vowel Words Ending in E
RF.1.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	• Decode Using the Six Syllable Types • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) *Classroom Playlist* • OH: 1: Foundational Skills: Phonics: Vowel to Syllable	• Relationship of vowel to syllable

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Phonics and Word Recognition *continued*		
RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.	• Decode Using the Six Syllable Types • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) ***Classroom Playlist*** • OH: 1: Foundational Skills: Phonics: Decode Two-Syllable Words	• Two Syllable Letter Patterns
RF.1.3f. Read words with inflectional endings.	• Songs: More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED • Suffixes • Comparatives ***Classroom Playlist*** • OH: 1: Foundational Skills: Phonics: Inflectional Endings	• Inflectional Endings
RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.	• Readable Books • Word Mastery • Power Word • Automatic Word Recognition • Fast Word Fun ***Classroom Playlist*** • OH: HFWs	• Irregularly Spelled Words
Fluency		
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. • RF.1.4a. Read grade-level text with purpose and understanding.	• Reading Tutorial • Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction	• Reading Check
RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency Speed	• Reading Check
RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	• Word Recognition • Mr. Lucky Straw

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Writing Standards		
Text Types and Purposes		
W.1.1. Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.		• [Writing with Opinions](#)
W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.		• [Writing with Facts](#) • [Animal Bodies](#)
W.1.3. Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		• [Writing Narratives](#)
Production and Distribution of Writing		
4. Begins in grade 3.		
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		• [Editing](#)
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	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.	

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Research to Build and Present Knowledge		
W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).		• Collaborative Writing
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Connect to Me • Build Knowledge	• The Writing Process • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears
9. Begins in grade 4.		
Range of Writing		
10. Begins in grade 3.		
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.1.1. Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. • SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		• Class Discussion • The Gingerbread Man
SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		• Conversation Building
SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.		• Ask Questions

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Comprehension and Collaboration *continued*		
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	• Sum Up: Five Ws ***Classroom Playlist*** • OH: 1: Speaking and Listening: Comprehension: Ask and Answer Questions	• Key Details • The Gingerbread Man
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		• Gathering Additional Information Through Questions • Animal Bodies
Presentation of Knowledge and Ideas		
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	***Classroom Playlist*** • OH: 1: Speaking and Listening: Presentation: Describing	• Use Relevant Details to Express Ideas and Feelings
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		• Expressing Ideas Through Pictures • Animal Bodies
SL.1.6. Produce complete sentences when appropriate to task, and situation. (See grade 1 Language standards 1 and 3 for specific expectations)	• Songs: What Is a Sentence?; Sentence Marks • Sentences ***Classroom Playlist*** • OH: 1: Speaking and Listening: Presentation: Complete Sentences	
Language Standards		
Conventions of Standard English		
L.1.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • L.1.1a. Print all upper- and lowercase letters.	• Letter Pictures • Letter Trace ***Classroom Playlists*** • OH: 1: Language: Conventions: Print Letters: Uppercase • OH: 1: Language: Conventions: Print Letters: Lowercase	• Print All Upper- and Lowercase Letters

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Conventions of Standard English *continued*		
L.1.1b. Use common, proper, and possessive nouns.	• Songs: Apostrophe Pig; Nouns • Nouns • Possessive Nouns ***Classroom Playlists*** • OH: 1: Language: Conventions: Nouns • OH: 1: Language: Conventions: Possessive Nouns	• Nouns
L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	• Songs: More Than One; Nouns; What Is a Sentence? • Nouns • Plural Nouns • Verbs ***Classroom Playlists*** • OH: 1: Language: Conventions: Plural Nouns • OH: 1: Language: Conventions: Nouns	• Singular and Plural Nouns
L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	• Song: Pronouns • Pronouns ***Classroom Playlist*** • OH: 1: Language: Conventions: Pronouns	• Pronouns
L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	• Song: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs ***Classroom Playlists*** • OH: 1: Language: Conventions: Verbs • OH: 1: Language: Conventions: Past Tense Verbs	• Verbs
L.1.1f. Use frequently occurring adjectives.	• Song: Adjectives Describe • Adjectives ***Classroom Playlist*** • OH: 1: Language: Conventions: Adjectives	• Adjectives
L.1.1g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).		• Conjunctions
L.1.1h. Use determiners (e.g., articles, demonstratives).		• Determiners

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Conventions of Standard English *continued*		
L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).	• Song: Preposition Cat ***Classroom Playlist*** • OH: 1: Language: Conventions: Prepositions	• Prepositions
L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	• Songs: What Is a sentence?; Sentence Marks • Sentences • Sentence Marks	• Simple and Compound Sentences
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.1.2a. Capitalize dates and names of people.	• Songs: Capital Letters (Proper Nouns)(Days) • Edit Capitals • Edit Calendar Capitals ***Classroom Playlist*** • OH: 1: Language: Conventions: Capitalization	• Capitalization
L.1.2b. Use end punctuation for sentences.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks • Edit End Punctuation ***Classroom Playlist*** • OH: 1: Language: Conventions: Punctuation	• Punctuation
L.1.2c. Use commas in dates and to separate single words in a series.	• Songs: Comma, Comma, Comma • Edit Commas ***Classroom Playlist*** • OH: 1: Language: Conventions: Commas	• Commas
L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	• Song: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble ***Classroom Playlists*** • OH: Decode and Spell Words • OH: Irregularly Spelled Words: • OH: 1: Language: Conventions Irregularly Spelled Words: Vowel Teams	• Spelling-sound Correspondences

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Conventions of Standard English *continued*		
L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• Spelling Scramble • Spell and Blend • Say and Trace • Word Pattern Spelling • Build Syllable Words (CVC, Consonant+le; Vowel Team; r-Controlled) • Spell Using the Six Syllable Types *Classroom Playlists* • OH: Decode and Spell Words • OH: 1: Language: Conventions: Spell Untaught Words	• Spell Untaught Words
Knowledge of Language		
3. Begins in grade 2.		
Vocabulary Acquisition and Use		
L.1.4. 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. • L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.	• Song: Look for a Clue • Book: Animal Bodies • Rusty and Rosy's Clues • Readable Books (See titles at end of document.) *Classroom Playlist* • OH: 1: Language: Vocabulary: Context	• Word Recognition • Mr. Lucky Straw
L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.	• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Prefixes • Suffixes *Classroom Playlists* • OH: 1: Language: Vocabulary: Suffixes • OH: 1: Language: Vocabulary: Prefixes • OH: 1: Language: Vocabulary: Comparatives	• Cluing Off Frequently Occurring Affixes
L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	• Song: Large, Larger, Largest • Prefixes • Suffixes *Classroom Playlists* • OH: 1: Language: Vocabulary: Suffixes • OH: 1: Language: Vocabulary: Prefixes • OH: 1: Language: Vocabulary: Comparatives	• Frequently Occurring Root Words

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Vocabulary Acquisition and Use *continued*		
L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	• Book: The Birds, the Beast, and the Bat • Sort ***Classroom Playlist*** • OH: 1: Language: Vocabulary: Sort	• Sorting Common Objects into Categories
L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		• Defining words
L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).		• Identify Real-life Connections
L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	• Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs	• Distinguish Meaning Among Verbs
L.1.6. 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 (e.g., because).	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	• Using Words

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
GRADE 2		
Reading Standards for Literature		
Key Ideas and Details		
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Describe Characters • Sum Up: Five Ws • Map the Story *Classroom Playlist* • OH: 2: RL: Key Details	• <u>Who, What, Where, When, and Why</u> • <u>Defying Gravity: The Story of Mae Jemison</u> • <u>The Courage to Learn: The Story of Helen Keller</u>
RL.2.2 Analyze literary text development. • RL.2.2a Determine the lesson or moral.	• Read-Along Books (See titles at end of document.)	• <u>Moral of the Story</u> • <u>The Snow Lion: A Chinese Tale</u>
RL.2.2b Retell stories, including fables and folktales from diverse cultures.	• Sum Up: Remember Order • Map the Story *Classroom Playlist* • OH: 2: RL: Key Ideas: Recount Stories	
Key Ideas and Details *continued*		
RL.2.3. Describe how characters in a story respond to major events and challenges.		• <u>How Characters are Affected by Story Events</u>
Craft and Structure		
RL.2.4. Describe how words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	• Books: Bad News Shoes; I Hate Peas; Movin' to the Music Time; Poetry Book *Classroom Playlist* • OH: 2: RL: Craft and Structure: Rhythm	• <u>Rhythm</u> • <u>Poetry Book 1</u>
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• Sum Up: Remember Order • Map the Story *Classroom Playlist* • OH: 2: RL: Key Details	
RL.2.6. Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.	• Books: Why Wind and Water Fight; Three Billy Goats Gruff; Bad News Shoes; The Sweater • The Sweater Intro • The Sweater Outro *Classroom Playlist* • OH: 2: RL: Craft and Structure: Point of View	• <u>Point of View</u>

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Integration of Knowledge and Ideas		
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• Compare Characters • Map the Story ***Classroom Playlist*** • OH: 2: RL: Key Details	• Understanding Characters, Setting, or Plot • The Snow Lion: A Chinese Tale
8. (Not applicable to literature)		
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		• Compare and Contrast Narrative
Range of Reading and Level of Text Complexity		
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	• Read-Along Books • Informational Books (See titles at end of document.)	• Reading Check
Reading Standards for Informational Text		
Key Ideas and Details		
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Map the Story • Sum Up: Five Ws • Sum Up: Remember Order ***Classroom Playlist*** • OH: 2: RI: Key Details	• Who, What, Where, When, and Why • Defying Gravity: The Story of Mae Jemison • The Courage to Learn: The Story of Helen Keller
RI.2.2. Analyze informational text development. • RI.2.2a. Identify the main topic of a multi-paragraph text.	• Informational Books (See titles at end of document.)	• 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

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Key Ideas and Details *continued*		
RI.2.2b. Identify the focus of specific paragraphs within the text.	• Informational Books (See titles at end of document.)	• 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
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like…Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like…Sophie Germain; Thales; Archimedes; Ada Byron Lovelace • Build Knowledge	• Connection Between Events
Craft and Structure		
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	• Vocabulary ***Classroom Playlist*** • OH: 2: Vocabulary	• Find the Meaning of a Word
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	• Reading Detective	• Locating Key Facts
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• Informational Books (See titles at end of document.) ***Classroom Playlist*** • OH: 2: RI: Key Details	• Identify the Main Purpose of a Text
Integration of Knowledge and Ideas		
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book	• Clarifying with Pictures
RI.2.8. Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.	• Build Knowledge	• Supporting Ideas with Reason
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	• Books: Seeing Fingers and Louis Braille	• Compare and Contrast Informational • Taking Flight: The Story of Bessie Coleman

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Range of Reading and Level of Text Complexity		
RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• Informational Books (See titles at end of document.)	• Reading Check
Reading Standards for Foundational Skills		
Print Concepts		
1. Mastered in grade 1.		
Phonological Awareness		
2. Mastered in grade 1.		
Phonics and Word Recognition		
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. • RF.2.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	• Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Word Recognition • Spell and Blend • Word Pattern *Classroom Playlist* • OH: Decode and Spell Words	• Long vs Short Vowel Sounds
RF.2.3b. Know spelling-sound correspondences for additional common vowel teams.	• Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Make and Spell • All-Star Spelling • Word Recognition • Spell and Blend • Spelling Scramble *Classroom Playlist* • OH: Decode and Spell Words	• Spelling-sound Correspondences

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Phonics and Word Recognition *continued*		
RF.2.3c. Decode regularly spelled two-syllable words with long vowels.	• Decode Open Syllable Words • Decode Open & Closed Syllable Words • Decode Using the Six Syllable Types *Classroom Playlist* • OH: 2: Foundational Skills: Phonics: Two-Syllable Words with Long Vowels	• Two-syllable Letter Patterns
RF.2.3d. Decode words with common prefixes and suffixes.	• Songs: Put It at the Front; Put It at the End; Let's Compare • Prefixes • Suffixes • Comparatives *Classroom Playlists* • OH: 2: Foundational Skills: Phonics: Prefixes • OH: 2: Foundational Skills: Phonics: Suffixes	• Prefix and Suffix
RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.	• Word Recognition • Spelling • Spelling Exploration • All-Star Spelling *Classroom Playlists* • OH: 2: Foundational Skills: Phonics: Inconsistent Spelling-sound Correspondences • OH: Irregularly Spelled Words	• Inconsistent Words
RF.2.3f. Recognize and read grade-appropriate irregularly spelled words.	• Read-Along Books • Informational Books • Readable Books • (See titles at end of document.) • Word Recognition • Power Word *Classroom Playlists* • OH: Irregularly Spelled Words	• Irregularly Spelled Words

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Fluency		
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. • RF.2.4a. Read grade-level text with purpose and understanding.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.)	• Reading Check • Fluency Check
RF.2.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Expression: Phrases; Quotations; Questions; Pauses; Exclamations • Read-Along Books • Informational Books • Readable Books (See titles at end of document.)	• Reading Check • Fluency Check
RF.2.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		• Word Recognition
Writing Standards		
Text Types and Purposes		
W.2.1. Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• Writing with Opinions • I Met a Monster
W.2.2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda
W.2.3. Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• Writing Narratives

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Production and Distribution of Writing		
4. Begins in grade 3.		
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	• 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	
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	• Word Processor	• 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		
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		• 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
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	• Informational Books (See titles at end of document.) • Build Knowledge	• 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
9. Begins in grade 4		
Range of Writing		
10. Begins in grade 3.		

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.2.1. Participate in collaborative conversations about grade 2 topics and texts with diverse partners with peers and adults in small and larger groups. • SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		• Class Discussion • Eyes on the Goal: The Story of Abby Wambach
SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.		• Conversation Building
SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.		• Ask Questions
SL.2.2. Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge *Classroom Playlist* • OH: 2: RL: Key Ideas: Recount Stories	• 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
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		• Gathering Additional Information Through Questions

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Presentation of Knowledge and Ideas		
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		• 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
SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		• 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
SL.2.6. Produce complete sentences when appropriate to task, and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	• Songs: What Is a Sentence?; Sentence Marks • Plural Nouns • Irregular Plurals • Irregular Verbs • Adverbs • Adjectives • Contractions ***Classroom Playlist*** • OH: 2: Speaking and Listening: Knowledge and Ideas: Complete Sentences	• Forming Complete Sentences
Language Standards		
Conventions of Standard English		
L.2.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • L.2.1a. Use collective nouns (e.g., group).	• Irregular Plurals ***Classroom Playlist*** • OH: 2: Language: Conventions: Plural Nouns	
L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	• Song: Strange Spelling • Book: Moose Are Not Meese • Irregular Plurals • Plural Nouns ***Classroom Playlist*** • OH: 2: Language: Conventions: Irregular Plural Nouns	• Irregular Plural Nouns

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Conventions of Standard English *continued*		
L.2.1c. Use reflexive pronouns (e.g., myself, ourselves).		• Reflexive Pronouns
L.2.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	• Song: Irregular Verbs • Irregular Verbs *Classroom Playlist* • OH: 2: Language: Conventions: Past Tense Irregular Verbs	• Past Tense Irregular Verbs
L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	• Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives • Revise: Add Details; Use Interesting Words *Classroom Playlists* • OH: 2: Language: Conventions: Adjectives • OH: 2: Language: Conventions: Adverbs	• Adjectives vs. Adverbs
L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	• Revise: Start Sentences Differently; Add Details; Use Interesting Words *Classroom Playlist* • OH: 2: Language: Conventions: Complete Sentences	• Simple and Compound Sentences
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.2.2a. Capitalize holidays, product names, and geographic names.	• Song: Capital Letters • Edit Capitals *Classroom Playlist* • OH: 2: Language: Conventions: Capitalization	• Capitalization
L.2.2b. Use commas in greetings and closings of letters.	• Song: Comma, Comma, Comma • Edit Commas *Classroom Playlist* • OH: 2: Language: Conventions: Commas	
L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.	• Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns *Classroom Playlist* • OH: 2: Language: Conventions: Contractions	• Apostrophes

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Conventions of Standard English *continued*		
L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	• Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Word • Word Work • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Editing: Check Spelling; Check Tricky Spellings ***Classroom Playlist*** • OH: Decode and Spell Words	• Learned Spelling Patterns
L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• Reading Detective	• Consulting Reference Materials
Knowledge of Language		
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.2.3a. Recognize formal and informal uses of English.	Waterford provides opportunities to recognize and use the conventions of formal and informal English grammar and usage for writing, speaking, reading, or listening.	• Uses of English
L.2.3b. Compare formal and informal uses of English.	Waterford provides online books and activities for opportunities to compare formal and informal English use.	• Uses of English
Vocabulary Acquisition and Use		
L.2.4. 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. • L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.	• Vocab Comprehension Sentences ***Classroom Playlist*** • OH: 2: Vocabulary	

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OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Vocabulary Acquisition and Use *continued*		
L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)	• Song: Put It at the Front; Key Words • Prefixes *Classroom Playlist* • OH: 2: Language: Vocabulary: Prefixes	• Adding Prefixes to Known Words
L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes *Classroom Playlists* • OH: 2: Language: Vocabulary: Prefixes • OH: 2: Language: Vocabulary: Suffixes • OH: 2: Language: Vocabulary: Comparatives	• Using the Root Word to Determine Meaning
L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	• Song: Compound Words; Key Words • Compound Words *Classroom Playlist* • OH: 2: Language: Vocabulary: Compound Words	• Combining Known Individual Words
L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Reading Detective *Classroom Playlist* • OH: 2: Language: Vocabulary: Dictionaries	• Using Glossaries and Dictionaries
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. • L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	• Song: Adjectives Describe • Adjectives • Vocabulary *Classroom Playlist* • OH: 2: Vocabulary	• Identify Real-life Connections
L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	• Song: Synonym Tree • Synonyms	• Closely Related Verbs

OHIO STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Vocabulary Acquisition and Use *continued*		
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	• Using Words

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.

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.

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).