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Correlation Criteria: MICHIGAN: COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS 2010 *for* KINDERGARTEN, 1ST, AND 2ND GRADES

JANUARY 2025

CURRICULUM
Correlation

Waterford Reading Academy

100%

Michigan: Standards for English Language Arts 2010

*Correlation content includes a sampling of Waterford Digital Activities and Resources

OVERVIEW

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This document provides a detailed correlation of WATERFORD READING ACADEMY *to* MICHIGAN: COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS 2010.

CORRELATION DESCRIPTION

This document aligns Michigan: Common Core State Standards for English Language Arts 2010 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.

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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 • Look at Details	• Key Details Narrative • Seeing Fingers • Mine
RL.K.2. With prompting and support, retell familiar stories, including key details.	• Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next?	• Story Retelling • My Super Sticky Sandwich
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	• Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Look at Details • Sum Up: Five Ws	• 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.)	• Types of text
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.	• Print Concepts	• Identifying the Author and Illustrator

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MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
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	• Relationship Between Picture and Story • José 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	• Compare and Contrast
Range of Reading and Level of Text Complexity		
RL.K.10. Actively engage in group reading activities with purpose and understanding.		• 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.	• Build Knowledge • Informational Books (See titles at end of document.) • Find an Answer • Sum Up: Five Ws	• Key Details Informational • Seeing Fingers
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	• Informational Books (See titles at end of document.) • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Picture Clues	• Identify Main Topic
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 • Build Knowledge	• Connection Between Events • Seeing Fingers

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
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.	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.	• 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.	• Informational Books (See titles at end of document.)	• 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).	• Picture Clues • Words Tell About the Pictures • Informational Books (See titles at end of document.) • Peek at the Story	• 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: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat	• Find the Similarity Between Two Texts • The Watermelon Seed
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

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Reading Standards: Foundational Skills		
Print Concepts		
RF.K.1. Demonstrate understanding of the organization and basic features of print. a. 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.	• Following Words
RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	• Letters Make Words	• Recognizing Written Words
RF.K.1c. Understand that words are separated by spaces in print.	• Print Concepts	• Understanding Spaces in Print
RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.	• ABC Song • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter	• Upper and Lowercase Letters
Phonological Awareness		
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	• Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words	• Rhyming Words
RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.	• Syllable • Syllable Safari • Take Away 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	• Single Syllable Letter Patterns

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MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Phonological Awareness *continued*		
RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) 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 • Where Is the Sound?	• Segmenting words
RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Phoneme Substitution • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound	
Phonics and Word Recognition		
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	• Sound Song • Letter Sound Screening • Name That Letter Sound • Letter Sound • Sound Room	
RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	• Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Sound Song • Letter Sound • Name That Letter Sound	• 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	
RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	• Change One Sound • Barnyard Bash • Circus Clown Climbers • Rhyme • One Doesn't Rhyme	

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MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Fluency		
RF.K.4. Read emergent-reader texts with purpose and understanding.	• Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)	• Reading Check • Decodable Books • Waterford Beginning Readers and Decodable Books
Writing Standards		
Text Types and Purposes		
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state 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 in which they name what they are writing about and supply some information about the topic.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• 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.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Writing Narratives • My Super Sticky Sandwich

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MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
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.	
Reasearch 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.	• 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 with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.	• Conversation Building

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MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Comprehension and Collaboration *continued*		
SL.K.1b. Continue a conversation through multiple exchanges.		• Conversation Building
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		• Clarifying Information
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 detail.		• Describing Things
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• 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. a. Print many upper- and lowercase letters.	• Letter Pictures • Letter Trace	• Print Upper- and Lowercase Letters

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Conventions of Standard English *continued*		
L.K.1b. Use frequently occurring nouns and verbs.	• Songs: Nouns; Verbs • Nouns • 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	
L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	• Sum Up: Five Ws • Science Investigation	
L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	• Song: Preposition Cat	• Prepositions
L.K.1f. Produce and expand complete sentences in shared language activities.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Complete Sentences • Mine
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I.	• Song: What Is a Sentence? • Sentences	• Capitalization
L.K.2b. Recognize and name end punctuation.	• Songs: What Is a Sentence?; Sentence Marks • Sentence Marks	• Punctuation
L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	• Sound Song • Letter Pictures • Letter Trace	• Write Consonants and Short-Vowels
L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Sound Song • Letter Trace • Name That Letter Sound	• Simple Phonetic Spelling
Knowledge of Language		
3. (Begins in grade 2)		

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
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. a. 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.	• Unknown Words • Using Words • Identify New Meanings for 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.	• Song: More Than One • Plural Nouns	• Frequently Occurring Inflections and Affixes
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	• Sort • Make Comparisons	• Common Object Sorting • My Super Sticky Sandwich
L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	• Songs: Verbs; Adjectives Describe • Book: Opposites • Opposites • Verbs • Adjectives	• 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).	• Readable Books (See titles at end of document.) • Making Connections	• 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.	• Song: Verbs	• 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

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MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
GRADE 1		
Reading Standards for Literature		
Key Ideas and Details		
RL.1.1. Ask and answer questions about key details in a text.	• Traditional Tales (See titles at end of document.) • Sum Up: Five Ws	• Key Details • The Gingerbread Man
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	• Traditional Tales (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws	• Mr. Lucky Straw • Story Retelling • Goldilocks and the Three Bears • The Gingerbread Man
RL.1.3. Describe characters, settings, and major events in a story, using key details.	• Traditional Tales (See titles at end of document.) • Describe Characters • Sum Up: Remember Order • Sum Up: Five Ws	• Describe the Story • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • The Gingerbread Man
Craft and Structure		
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	• Traditional Tales • Informational Books (See titles at end of document.)	• Feelings 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.)	• Information vs. Story
RL.1.6. Identify who is telling the story at various points in a text.	• Traditional Tales (See titles at end of document.)	• Who Is Telling the Story? • Mr. Lucky Straw

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Integration of Knowledge and Ideas		
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	• Traditional Tales (See titles at end of document.) • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order	• Describe the Story • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • The Gingerbread Man
8. (Not applicable to literature)		
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	• Describe Characters • Compare Characters • Traditional Tales (See titles at end of document.)	• Character Experiences • The Little Red Hen • The Ugly Duckling
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.	• Build Knowledge • Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	
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	• Key Details Informational
RI.1.2. Identify the main topic and retell key details of a text.	• Informational Books (See titles at end of document.)	• Identify the Main Topic • I Want to be a Scientist Like Jane Goodall
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Informational Books (See titles at end of document.) • Making Connections • Compare Characters • Build Knowledge	• Connecting Ideas

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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.	• Identifying Meaning of Words and Phrases • 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
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

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Reading Standards: Foundational Skills		
Print Concepts		
RF.1.1. Demonstrate understanding of the organization and basic features of print. a. Recognize 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	• Sentence Features
Phonological Awareness		
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.	• Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald Has Some Vowels; Apples and Bananas; Eensy, Weensy Mouse • Identify Short and Long Vowel Sounds	• Long vs. Short Vowel Sounds
RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	• Blend Phonemes • Blend Decodable Words • Blending • Blend Every Sound (Phonemes) • Find the Picture	• Form Words by Blending Sounds
RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	• Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound?	• Segmenting Words
RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	• Phoneme Segmentation	• Segmenting Words into Phonemes

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Phonics and Word Recognition		
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	• Songs: 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	• Spelling-sound Correspondences
RF.1.3b. Decode regularly spelled one-syllable words.	• Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words • Name That Sound • Key Word Match • Pattern Hunt • Spell and Blend	• Spelling-sound Correspondences
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 • Word Pattern • Word Blending	• 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.	• Syllables • Syllable Safari	• Relationship of Vowel to Syllable
RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.	• Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) • Decode Using the Six Syllable Types	• Two Syllable Letter Patterns
RF.1.3f. Read words with inflectional endings.	• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED • Suffixes • Comparatives	• Inflectional Endings
RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.	• Traditional Tales (See titles at end of document.) • Fast Word Fun • Power Word	• Irregularly Spelled Words

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Fluency		
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	• 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.	• Traditional Tales (See titles at end of document.) • Expression Instruction	• Reading Check
RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.)	• Word Recognition • Mr. Lucky Straw
Writing Standards		
Text Types and Purposes		
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		• Writing with Opinions
W.1.2. Write informative/explanatory texts in which they 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 in which they 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

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
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.	
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.	• Making Connections • 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)		

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. 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).	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• 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
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Sum Up: Five Ws	• 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.		• 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.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Expressing Ideas Through Pictures • Animal Bodies

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Presentation of Knowledge and Ideas *continued*		
SL.1.6. Produce complete sentences when appropriate to task and situation.	• Song: What Is a Sentence?	Waterford Teacher Resources contain many activities that can be used to integrate speaking and listening into the classroom.
Language Standards		
Conventions of Standard English		
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.	• Letter Pictures • Letter Trace	• Print All upper- and Lowercase Letters
L.1.1b. Use common, proper, and possessive nouns.	• Songs: Apostrophe Pig; Nouns • Nouns • 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	• 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	• 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	• Verbs
L.1.1f. Use frequently occurring adjectives.	• Song: Adjectives Describe • Adjectives	• Adjectives
L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	• Power Word	• Conjunctions

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Conventions of Standard English *continued*		
L.1.1h. Use determiners (e.g., articles, demonstratives).	• Power Word	• Determiners
L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).	• Song: Preposition Cat	• 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. a. Capitalize dates and names of people.	• Songs: Capital Letters • Edit Capitals • Edit Calendar Capitals	• Capitalization
L.1.2b. Use end punctuation for sentences.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Punctuation
L.1.2c. Use commas in dates and to separate single words in a series.	• Song: Comma, Comma, Comma	• 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-sound Correspondences
L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• Letter Sound • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Word Pattern Spelling	• Spelling-sound Correspondences • Spell Untaught Words

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
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. a. Use sentence-level context as a clue to the meaning of a word or phrase.	• Readable Books (See titles at end of document.) • Rusty and Rosy's Clues	• 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 • Double the Fun • Prefixes • Suffixes	• 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: Tricky Y to I; Large, Larger, Largest • Change Y to I	• Frequently Occurring Root Words
L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. 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	• 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).	• Readable Books (See titles at end of document.) • Making Connections	• Identify Real-life Connections

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Vocabulary Acquisition and Use *continued*		
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
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	• Who, What, Where, When, and Why • Defying Gravity: The Story of Mae Jemison • The Courage to Learn: The Story of Helen Keller
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	• Read-Along Books • Traditional Tales (See titles at end of document.)	• Moral of the Story • The Snow Lion: A Chinese Tale
RL.2.3. Describe how characters in a story respond to major events and challenges.	• Describe Characters • Compare Characters	• How Characters are Affected by Story Events
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 • Expression: Phrases	• Rhythm • Poetry Book 1

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Craft and Structure *continued*		
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• Song: Reading Detective • Sum Up: Remember Order • Map the Story	
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• Books: Why Wind and Water Fight; Three Billy Goats Gruff • Compare Characters • Expression: Quotations	• Point of View
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.	• Read-Along Books (See titles at end of document.) • Compare Characters • Map the Story • Peek at the Story • Check My Predictions	• 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 Characters • Read-Along Books • Traditional Tales (See titles at end of document.)	• 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.	• 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: Remember Order • Sum Up: Five Ws	• Who, What, Where, When, and Why • Defying Gravity: The Story of Mae Jemison • The Courage to Learn: The Story of Helen Keller

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Key Ideas and Details *continued*		
RI.2.2. Identify the main topic of a multiparagraph text as well as 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.	• Informational Books (See titles at end of document.) • 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.	• Informational Books (See titles at end of document.) • 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.)	• 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. Describe how reasons support specific points the author makes in a text.	• Informational Books (See titles at end of document.)	• Supporting Ideas with Reason
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	• Books: Louis Braille and Seeing Fingers	• Compare and Contrast Informational • Taking Flight: The Story of Bessie Coleman

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	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: Foundational Skills		
Phonics and Word Recognition		
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. 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 • Spelling Exploration • Word Recognition	• 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 • Spelling Exploration • Word Recognition • Spell and Blend • Spelling Scramble	• Spelling-sound Correspondences
RF.2.3c. Decode regularly spelled two-syllable words with long vowels.	• Word Recognition • Power Word • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) • Decode Using the Six Syllable Types	• 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	• Prefix and Suffix

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Phonics and Word Recognition *continued*		
RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.	• Word Recognition • Spelling • Spelling Exploration • All-Star Spelling	• 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	• Irregularly Spelled Words
Fluency		
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. a. 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.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Expression	• Reading Check • Fluency Check
RF.2.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Rusty and Rosy's Clues	• Word Recognition

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Writing Standards		
Text Types and Purposes		
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state 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 • First Draft • Revise	• Writing with Opinions • I Met a Monster
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	• Prewrite • First Draft • Revise	• Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda
W.2.3. Write narratives in which they 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 • First Draft • Revise	• Writing Narratives
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 • First Draft • Revise	
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

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
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)		
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. 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.).	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• 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

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Comprehension and Collaboration *continued*		
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	• Read-Along Books • Informational Books (See titles at end of document.) • Build Knowledge	• 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
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.	• Step Into the Story	• 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.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• 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.	• Song: What Is a Sentence? • 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. a. Use collective nouns (e.g., group).	• Irregular Plurals • Plural Nouns	

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MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Conventions of Standard English *continued*		
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	• Irregular Plural Nouns
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	• 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	• 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	• Simple and Compound Sentences
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	• Song: Capital Letters • Edit Capitals	• Capitalization
L.2.2b. Use commas in greetings and closings of letters.	• Song: Comma, Comma, Comma • Edit Commas	
L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.	• Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns	• Apostrophes

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	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 • Spell and Blend • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Build Syllable Words (CVC; Consonant+le; Vowel Team; r-Controlled)	• Learned Spelling Patterns
L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		• Consulting Reference Materials
Knowledge of Language		
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	• 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.	• Rusty and Rosy's Clues • Vocab Definition Sentences • Vocab Comprehension Sentences	• Sentence-level Context
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	• Adding Prefixes to Known Words

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Vocabulary Acquisition and Use *continued*		
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	• 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).	• Songs: Compound Words; Key Words • 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	• Using Glossaries and Dictionaries
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	• Song: Adjectives Describe • Adjectives • 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).	• Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs	• Closely Related Verbs
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; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

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; 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; 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 waterford.mentor.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; U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

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 Ship; 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).