

CURRICULUM *Correlation*



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

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GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
KINDERGARTEN		
DOMAIN: FOUNDATIONS (F): STUDENTS BUILD A FOUNDATION FOR ACHIEVING DYNAMIC LITERACY PRACTICES TO AID READING COMPREHENSION.		
I. BIG IDEA: Phonological Awareness (PA): Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.		
STANDARD K.F.PA.1: Rhyme: Identify and produce rhyme in spoken language and oral texts.		
K.F.PA.1.a Identify and pair words that rhyme in spoken language and text, distinguishing them from those that do not.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Rhyming Words Rhyme Rhyme Match Rhyme With Me One Doesn't Rhyme 	<ul style="list-style-type: none"> Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> Change the Rhyme Rhyming Riddles "Down by the Bay" Rhyme Match Rhyming Bingo Sound Sense Cards
K.F.PA.1.b Orally produce words that rhyme.	<ul style="list-style-type: none"> Rhyming Words Rhyme Rhyme With Me 	<ul style="list-style-type: none"> Rhyming words.pdf: Recognize and produce rhyming words. <ul style="list-style-type: none"> Change the Rhyme Rhyming Riddles "Down by the Bay" Rhyme Match Rhyming Bingo Sound Sense Cards
STANDARD K.F.PA.2: Words & Sentences: Recognize the basic relationships that exist between words and sentences.		
K.F.PA.2.a Know words are put together to make sentences, and sentences communicate complete thoughts.	<ul style="list-style-type: none"> Song: What Is a Sentence? Sentences Print Concepts 	
K.F.PA.2.b Segment phrases and sentences into words.	<ul style="list-style-type: none"> Segment Spoken Sentences (Available October 4, 2023) 	
K.F.PA.2.c Know that sounds are put together to make words and that words have distinct meanings.	<ul style="list-style-type: none"> Letters Make Words 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 2

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STANDARD K.F.PA.3: Compound Words: Identify and manipulate separate words in compound words		
K.F.PA.3.a Blend and segment separate words in spoken compound words.	<ul style="list-style-type: none"> Song: Compound Words Syllable Deletion with Compound Words 	
K.F.PA.3.b Add, delete, and substitute single words in spoken compound words.	<ul style="list-style-type: none"> Song: Compound Words Syllable Deletion with Compound Words 	
STANDARD K-1.F.PA.4: Syllables: Identify and manipulate syllables in spoken words.		
K.F.PA.4.a Know that syllables are word parts with one vowel sound.	<ul style="list-style-type: none"> Syllables Syllable Safari 	
K.F.PA.4.b Count and pronounce syllables in single and multisyllabic spoken words.	<ul style="list-style-type: none"> Syllables Syllable Safari 	<ul style="list-style-type: none"> Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> Segmenting Syllables
K.F.PA.4.c Blend and segment syllables in spoken words.	<ul style="list-style-type: none"> Blend Spoken Syllables Syllables Syllable Safari 	<ul style="list-style-type: none"> Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> Segmenting Syllables
K.F.PA.4.d Delete syllables in spoken words.	<ul style="list-style-type: none"> Syllable Deletion with Compound Words 	
STANDARD K-1.F.PA.5: Onsets & Rimes: Blend and segment onsets and rimes in spoken words.		
K.F.PA.5.a Blend onsets and rimes of spoken one-syllable words.	<ul style="list-style-type: none"> Blend Onset/Rime Sounds Blending Riddles 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> Blending: Onset-Rime 1 Blending: Onset-Rime 2
K.F.PA.5.b Segment onsets and rimes of spoken one-syllable words.	<ul style="list-style-type: none"> Segment Onset/Rime 	<ul style="list-style-type: none"> Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words. <ul style="list-style-type: none"> Blending: Onset-Rime 1 Blending: Onset-Rime 3
STANDARD K-1.F.PA.6: Phonemic Awareness: Identify and manipulate the individual sounds in spoken words.		
K.F.PA.6.a Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes.	<ul style="list-style-type: none"> Initial Sounds Right Initial Sound Final Sound Right Final Sound Where Is the Sound? 	<ul style="list-style-type: none"> Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). Segmenting Sound Sense Playing Cards

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K.F.PA.2: Words & Sentences: Recognize the basic relationships that exist between words and sentences <i>continued</i>.		
K.F.PA.6.b Identify short and long vowel sounds in spoken one-syllable words.	<ul style="list-style-type: none"> Songs: Old MacDonald Has Some Vowels; Apples and Bananas Identify Short and Long Vowel Sounds 	
K.F.PA.6.c Blend, count, and segment up to three phonemes in spoken one-syllable words.	<ul style="list-style-type: none"> Blend Every Sound (Phonemes) Blend Phonemes Phoneme Segmentation 	
K.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes.	<ul style="list-style-type: none"> Phoneme Eliminator Phoneme Substitution 	
II. BIG IDEA: Concepts of Print (CP): Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.		
STANDARD K.F.CP.1: Conceptualizing Text: Understand that texts communicate messages		
K.F.CP.1.a Recognize that texts and images represent objects and ideas, have meaning, and convey messages.	<ul style="list-style-type: none"> Letters Make Words Words Tell About the Pictures 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 2
K.F.CP.1.b Recognize and interpret print messages in the environment, such as labels and signs.	<ul style="list-style-type: none"> Words in your World 	
K.F.CP.1.c Distinguish between letters, words, digits, and graphics.	<ul style="list-style-type: none"> Distinguish Letters Letters Make Words Explain Numbers 	
STANDARD K.F.CP.2: Book Orientation & Directionality of Print Texts: Understand the conventional layout of books and how to maneuver them.		
K.F.CP.2.a Hold books upright and begin reading at the front.	<ul style="list-style-type: none"> Print Concepts 	
K.F.CP.2.b Follow text from top to bottom, left to right, and turn pages from right to left.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Following words.pdf: Follow words from left to right, top to bottom, and page-by-page. <ul style="list-style-type: none"> Print Directionality

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K.F.CP.2: Book Orientation & Directionality of Print Texts: Understand the conventional layout of books and how to maneuver them <i>continued</i>.		
K.F.CP.2.c Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Parts of a book.pdf: Identify the front cover, back cover, and title page of a book. <ul style="list-style-type: none"> Fawn Eyes What Is a Cloud? Legs
STANDARD K.F.CP.3: Mechanics of Print Texts: Build a knowledge base of print conventions.		
K.F.CP.3.a Recognize that written words are made up of individual letters.	<ul style="list-style-type: none"> Letters Make Words 	<ul style="list-style-type: none"> Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters. <ul style="list-style-type: none"> Map Text to Speech 1 Map Text to Speech 2
K.F.CP.3.b Recognize that words are separated by spaces.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> Print Concepts
K.F.CP.3.c Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence.	<ul style="list-style-type: none"> Song: What Is a Sentence? 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. <ul style="list-style-type: none"> "I Like Kites" Punctuation
STANDARD K.F.CP.4: Alphabet Knowledge: Demonstrate knowledge of the alphabet.		
K.F.CP.4.a Recite the letters of the alphabet in order.	<ul style="list-style-type: none"> ABC Songs Letters Introduction 	
K.F.CP.4.b Name and identify each uppercase and lowercase letter in random order.	<ul style="list-style-type: none"> ABC Songs Letters Introduction Letter Match Letter Checker Fast Letter Fun Letter Pictures Find the Letter Name That Letter 	<ul style="list-style-type: none"> Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> Writing Practice

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III. BIG IDEA: Phonics (P): Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.		
STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.		
K.F.P.1.a Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant.	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Screening Name That Letter Sound 	
K.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U.	<ul style="list-style-type: none"> Songs: Apples and Bananas; Old MacDonald Has Some Vowels Letter Sound Songs Letter Sound Name That Letter Sound 	
STANDARD K-2.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.		
K.F.P.2.a Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC).	<ul style="list-style-type: none"> Blend Decodable Words Blend Every Sound Word Blending Word Pattern Introduction 	
K.F.P.2.b Identify and decode parts of irregularly spelled high-frequency words.	<ul style="list-style-type: none"> Power Words Word Blending Word Pattern Introduction 	
K.F.P.2.c This progression begins in 1st grade.		
K.F.P.2.d This progression begins in 1st grade.		
K.F.P.2.e Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> Letter Sound Letter Sound Screening Name That Letter Sound Barnyard Bash 	

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STANDARD K-2.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.		
K.F.P.3.a Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV, CVC).	<ul style="list-style-type: none"> Letter Sound Songs Letter Trace Name That Letter Sound Spell and Blend Build CVC Words 	<ul style="list-style-type: none"> Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> Spelling by Sound Activity
K.F.P.3.b Identify and encode irregularly spelled high frequency words.	<ul style="list-style-type: none"> Spell and Blend Say and Trace Power Words 	
K.F.P.3.c This progression begins in 1st grade.		
K.F.P.3.d This progression begins in 1st grade.		
IV. BIG IDEA: Fluency: Students read text aloud or silently with speed, accuracy, and expression.		
STANDARD K-2.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
K.F.F.1.a Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words in isolation and context with increasing automaticity, including first and last names of students and others.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Decodable Books (See titles at end of document.) Power Words 	
K.F.F.1.b Read familiar texts chorally with appropriate volume and rate.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Reading check.pdf: Read emergent-reader texts with purpose and understanding. <ul style="list-style-type: none"> Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
K.F.F.1.c Read grade-level texts with purpose and understanding.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Reading check.pdf: Read emergent-reader texts with purpose and understanding. <ul style="list-style-type: none"> Decodable Books: A Mat, Lil, Nan and the Ham, The Hat
K.F.F.1.d This progression begins in 1st grade.		

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
V. BIG IDEA: Handwriting (H): Students develop print handwriting skills.		
STANDARD K-2.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.		
K.F.H.1.a Form all uppercase and lowercase letters.	<ul style="list-style-type: none"> Letter Pictures Letter Trace 	<ul style="list-style-type: none"> Printing upper and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> Capital Letter Formation Lowercase Letter Formation Block Letter Letter Picture Handwriting
K.F.H.1.b Form words, including first and last names.	<ul style="list-style-type: none"> Name Game Say and Trace Letter Trace 	
K.F.H.1.c Use appropriate spacing between letters, words, and sentences.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Understanding spaces in print.pdf: Understand that words are separated by spaces in print. <ul style="list-style-type: none"> Print Concepts
STANDARD K-2.F.H.2: Transcription & Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
K.F.H.2.a Practice basic transcription skills.	<ul style="list-style-type: none"> Letter Trace Say and Trace 	<ul style="list-style-type: none"> Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <ul style="list-style-type: none"> Spelling by Sound Activity
K.F.H.2.b Begin building handwriting fluency by forming accurate letters, including those in first and last names.	<ul style="list-style-type: none"> Letter Trace 	<ul style="list-style-type: none"> Printing upper and lowercase.pdf: Print many upper and lowercase letters. <ul style="list-style-type: none"> Capital Letter Formation Lowercase Letter Formation Block Letter Letter Picture Handwriting
DOMAIN: LANGUAGE (L): STUDENTS LEARN AND APPLY THE STRUCTURES AND CONVENTIONS OF STANDARD ENGLISH. STUDENTS OBSERVE AND ANALYZE HOW GRAMMAR WORKS IN READING AND WRITING. STUDENTS BUILD VOCABULARIES AND DETERMINE WORD MEANINGS AS THEY RELATE TO READING AND WRITING.		
I. BIG IDEA: Grammar Conventions (GC): Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
STANDARD K-2.L.GC.2: Syntax: Recognize and compose coherent sentences that express complete thoughts		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.L.GC.2.a Recognize that conventional sentences always include a subject and a predicate.	<ul style="list-style-type: none"> Song: What Is a Sentence? Sentences 	<ul style="list-style-type: none"> Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> Making Up Sentences

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<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.L.GC.2.b With adult support, use simple sentences to express complete thoughts in written texts.	<ul style="list-style-type: none"> Song: What Is a Sentence? Sentences 	<ul style="list-style-type: none"> Complete sentences.pdf: Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> Making Up Sentences
K.L.GC.2.c With adult support, use singular and plural subjects with matching verbs.	<ul style="list-style-type: none"> Songs: More Than One; Nouns; What Is a Sentence? Nouns Plural Nouns Verbs 	<ul style="list-style-type: none"> Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> Plural Nouns Verbs and Nouns Verb Endings
K.L.GC.2.d This progression begins in 1st grade.		
K.L.GC.2.e This progression begins in 9th grade.		
II. BIG IDEA: Vocabulary (V): Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.		
STANDARD K-2.L.V.1: General, Academic, & Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.L.V.1.a Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
STANDARD K-2.L.V.2: Word Analysis: Acquire and apply word analysis skills to deconstruct and construct words to make meaning.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.L.V.2.a This progression begins in 1st grade.		
K.L.V.2.b This progression begins in 3rd grade.		

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<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.L.V.2.c This progression begins in 1st grade		
K.L.V.2.d This progression begins in 6th grade.		
STANDARD K-2.L.V.3: Meaning & Purpose: Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.L.V.3.a With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases.	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.	<ul style="list-style-type: none"> Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> One Word, Two Meanings
K.L.V.3.b Identify and sort common words into basic categories based on similarities and differences.	<ul style="list-style-type: none"> Sort 	<ul style="list-style-type: none"> Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent. <ul style="list-style-type: none"> Object Sort
K.L.V.3.c This progression begins in 1st grade.		
K.L.V.3.d This progression begins in 1st grade.		
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.L.V.3.e Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN: TEXTS (T): STUDENTS GROW IN THEIR LEARNING AS THEY PURPOSEFULLY ENGAGE WITH TEXTS.		
I. BIG IDEA: Context (C) : Students explore the relationships and roles of authors, purposes, and audiences of texts.		
STANDARD K-2.T.C.1: Purpose & Audience: Explain how authors of texts use language for a specific purpose and a target audience.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Print Concepts 	<ul style="list-style-type: none"> Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> Lost Socks Lumpy Mush Three Little Kittens The Alligator in the Library Garden Visitors
K.T.C.1.b With adult support, identify different modes of communication print, digital, auditory, and visual.	<ul style="list-style-type: none"> Print Concepts 	
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.T.C.1.c With adult support, create texts in various modes (e.g., print, digital, auditory, and/or visual).	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
STANDARD K-2.T.C.2: Authors & Speakers: Investigate the relationships between authors and speakers in texts.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.T.C.2.a Identify the authors and illustrators of picture books and explain their roles.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <ul style="list-style-type: none"> Andy's Adventures Rex Is In a Fix Little Monkey
K.T.C.2.b This progression begins in 6th grade.		
K.T.C.2.c This progression begins in 3rd grade.		
K.T.C.2.d This progression begins in 6th grade.		

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II. BIG IDEA: Structures & Style (SS): Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts		
STANDARD K-2.T.SS.1: Organization: Identify and use organizational structures to craft meaning.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.T.SS.1.a Identify and use text features, including titles, headings, photos, and illustrations, to determine if a text is fiction or nonfiction.	<ul style="list-style-type: none"> • Informational Books • Readable Books • Read With Me Books • Read-Along Books (See titles at end of document.) • Print Concepts 	
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.T.SS.1.b With adult support, use text features, including titles, illustrations, and/or labels to add clarity/coherence to texts.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Expressing Ideas Through Pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details. <ul style="list-style-type: none"> - My Favorite Things
K.T.SS.1.c With adult support, retell events and actions in sequence.	<ul style="list-style-type: none"> • Song: Sequencing Events • Sum Up: Remember Order • What Comes Next? • First, Next, and Last 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. <ul style="list-style-type: none"> - 11 stories with discussion ideas to build comprehension
K.T.SS.1.d This progression begins in 3rd grade.		
STANDARD K-2.T.SS.2: Craft: Identify and use descriptive and engaging language.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.T.SS.2.a Identify interesting and/or descriptive words that express feelings or appeal to the senses in texts.	<ul style="list-style-type: none"> • Song: Adjectives Describe 	<ul style="list-style-type: none"> • Feelings and Senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> - Lizard and the Painted Rock - The Big Mitten - The City and the Country Mouse - La Tortuga - The Shoemaker and the Elves - The Brothers - The Ugly Duckling

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Expectations for Constructing Texts: Writing Speaking Creating		
K.T.SS.2.b With adult support, use interesting and/or descriptive words to craft engaging texts.	<ul style="list-style-type: none"> Song: Adjectives Describe 	<ul style="list-style-type: none"> Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <ul style="list-style-type: none"> My Favorite Things
K.T.SS.2.c This progression begins in 6th grade.		
III. BIG IDEA: Techniques (T): Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
STANDARD K-2.T.T.1: Narrative Techniques: Identify and use narrative techniques to shape understanding.		
Expectations for Interpreting Texts: Reading Listening Viewing		
K.T.T.1.a Identify techniques used to craft stories, including characters, setting, and major events.	<ul style="list-style-type: none"> Sum Up: Five Ws Describe Characters Sum Up: Remember Order 	<ul style="list-style-type: none"> Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. <ul style="list-style-type: none"> 21 stories with suggested discussions to identify characters, settings, or major events
K.T.T.1.b This progression begins in 1st grade.		
K.T.T.1.c With adult support, demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters.	<ul style="list-style-type: none"> Sum Up: Remember Order Sum Up: Five Ws 	<ul style="list-style-type: none"> Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> The Three Little Pigs Mr. Lucky Straw
K.T.T.1.d With adult support, compare and contrast characters and their experiences in stories across diverse cultures.	<ul style="list-style-type: none"> Compare Characters 	<ul style="list-style-type: none"> Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> My Super Sticky Sandwich and Lumpy Mush Lost Socks and Play Ball At Camp and Family Vacation

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.T.T.1.e Use a combination of drawing, labeling, writing, and dictating* to create a text with narrative techniques (e.g., characters, setting, events) told in the order in which they occurred.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> Writing narratives.pdf: 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. <ul style="list-style-type: none"> The Germs Lumpy Mush
STANDARD K-2.T.T.2: Expository Techniques: Identify and use expository techniques to shape understanding.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.T.T.2.a Identify techniques used to craft expository texts, including main topic.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Seeing Fingers What Is a Cloud? Legs
K.T.T.2.b With adult support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> Connect to Me Compare Characters Build Knowledge Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Connecting Ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text. <ul style="list-style-type: none"> Making Connections: I Want to Be a Scientist Like...
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.T.T.2.c Use a combination of drawing, labeling, writing, and dictating* to create a text with expository techniques that includes a topic and information about the topic.		<ul style="list-style-type: none"> Writing with facts.pdf: 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. <ul style="list-style-type: none"> Fawn Eyes A Story in the Snow
STANDARD K-2.T.T.3: Opinion Techniques: Identify and use opinion techniques to shape understanding		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.T.T.3.a Explain the difference between opinions and facts about a topic.	<ul style="list-style-type: none"> Books: Creepy Crawlers and Garden Visitors 	
K.T.T.3.b This progression begins in 9th grade.		

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<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.T.T.3.c Use a combination of drawing, labeling, writing, and dictating* to express an opinion about a topic.		<ul style="list-style-type: none"> Writing with opinions.pdf: 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...). - Write With Me
K.T.T.3.d This progression begins in 9th grade.		
STANDARD K-2.T.T.4: Poetic Techniques: Identify and use poetic techniques to shape understanding.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.T.T.4.a Identify poetic techniques used to craft poetic texts, including rhyme.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Rhyming Words Rhyme 	
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.T.T.4.b With adult support, use poetic techniques to create poems that may or may not rhyme.	<ul style="list-style-type: none"> Books: Poetry Books 1 & 2 Rhyming Words Rhyme Rhyme Match Rhyme With Me 	
IV. BIG IDEA: Research & Analysis (RA); Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics		
STANDARD K-2.RA.1: Research & Inquiry: Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.T.RA.1.a With adult support, ask questions about topics of interest for research.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like: Jane Goodall; George Washington Carver; Wilbur and Orville Wright Build Knowledge Science Investigation 	

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Expectations for Interpreting Texts: Reading Listening Viewing continued</i>		
K.T.RA.1.b With adult support, collaborate to conduct research on a shared topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.		<ul style="list-style-type: none"> Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <ul style="list-style-type: none"> Think and Write Activity I Go... At Camp Together Opposites
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.T.RA.1.c With adult support, share relevant and accurate information through a variety of different modes.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly. <ul style="list-style-type: none"> My Favorite Things
STANDARD K-2.RA.2: Curating Sources & Evidence: Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
K.T.RA.2.a With adult support, refer to parts of texts when supporting an idea, answer, or opinion.	<ul style="list-style-type: none"> Find an Answer Sum Up: Five Ws 	<ul style="list-style-type: none"> Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> How to Grow a Garden Think With Me
K.T.RA.2.b With adult support, explore various sources of information, including print, digital, and personal communication.	<ul style="list-style-type: none"> Build Knowledge Science Investigation Informational Books (See titles at end of document.) Print Concepts 	<ul style="list-style-type: none"> Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. <ul style="list-style-type: none"> Andy's Adventures At Camp I Go... Together Opposites
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
K.T.RA.2.c This progression begins in 5th grade.		

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
FIRST GRADE		
DOMAIN: FOUNDATIONS (F): STUDENTS BUILD A FOUNDATION FOR ACHIEVING DYNAMIC LITERACY PRACTICES TO AID READING COMPREHENSION.		
III. BIG IDEA: Phonics (P): Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.		
STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.		
1.F.P.1.a Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.	<ul style="list-style-type: none"> Songs: Blends: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; T-H Has Two Sounds; Charley Chick; Where is a Whale? Blend Phonemes Pattern Words 	<ul style="list-style-type: none"> Spelling-sound Correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun!
1.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.	<ul style="list-style-type: none"> Songs: Eensy, Weensy Mouse; Sneaky Magic E; Vowels Side by Side; Apples and Bananas; Old MacDonald Has Some Vowels Key Word Match Word Pattern Word Blending 	<ul style="list-style-type: none"> Long Vowel Words Ending in E.pdf: Know final -e and common vowel team conventions for representing long vowel sounds. <ul style="list-style-type: none"> Pattern Word Building Word Study Introduction Spelling
STANDARD K-2.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.		
1.F.P.2.a Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high frequency words	<ul style="list-style-type: none"> Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words Key Word Match Pattern Hunt Spell and Blend Blend Decodable Words 	<ul style="list-style-type: none"> Single Syllable Letter Patterns.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> Readable Books/Letter Patterns Pattern Word Blending Consonant Blending Pattern Word Building Digraphs:-tch, ch Pattern Word Games Reading Tricks Word Building Activity Letter Cards Key Word Cards

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K-2.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation <i>continued</i>.		
1.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Word Mastery • Power Words 	<ul style="list-style-type: none"> • Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> - Say, Spell, Write - Power Word Cards
1.F.P.2.c Decode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words • Key Word Match • Pattern Hunt 	<ul style="list-style-type: none"> • Spelling-sound Correspondences.pdf: Decode regularly spelled one-syllable words. <ul style="list-style-type: none"> - Readable Books/Letter Patterns - Pattern Word Blending - Consonant Blending - Pattern Word Building - Digraphs:-tch, ch - Pattern Word Games - Reading Tricks - Word Building Activity - Letter Cards - Key Word Cards
1.F.P.2.d Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.	<ul style="list-style-type: none"> • Decode Syllable Words • Decode Using the Six Syllable Types 	<ul style="list-style-type: none"> • Two Syllable Letter Patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> - Reading Trick: Key Word Match; Pattern Hunt; Mystery Word
1.F.P.2.e This progression ends in kindergarten.		
STANDARD K-2.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.		
1.F.P.3.a Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.	<ul style="list-style-type: none"> • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Build Syllable Words 	<ul style="list-style-type: none"> • Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> - /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K-2.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation <i>continued</i>.		
1.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.	<ul style="list-style-type: none"> Word Pattern Spell and Blend Word Blending Say and Trace 	<ul style="list-style-type: none"> Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones
1.F.P.3.c Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).	<ul style="list-style-type: none"> Word Pattern Spell and Blend Word Blending Say and Trace Build Syllable Words 	<ul style="list-style-type: none"> Learned Spelling Patterns.pdf: Generalize learned spelling patterns when writing words. <ul style="list-style-type: none"> /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/; /ō/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /e/; Homophones
1.F.P.3.d Encode two-syllable words with basic patterns by applying knowledge of basic syllable types.	<ul style="list-style-type: none"> Word Pattern Spell and Blend Word Blending Say and Trace Build Syllable Words Spell Using the Six Syllable Types 	
IV. BIG IDEA: Fluency: Students read text aloud or silently with speed, accuracy, and expression.		
STANDARD K-2.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
1.F.F.1.a Increase sight word vocabulary using decoding skills by reading grade appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.	<ul style="list-style-type: none"> Decodable Books (See titles at end of document.) Power Words Word Mastery 	
1.F.F.1.b Read a wide range of grade-level texts aloud with increasing accuracy.	<ul style="list-style-type: none"> Readable Books Traditional Tales (See titles at end of document.) Expression Instruction 	<ul style="list-style-type: none"> Reading Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> Readable Books Chart Repeated Readings Fluency Check Sheets

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K-2.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension <i>continued</i>.		
1.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales • Informational Books (See titles at end of document.) • Expression Instruction 	<ul style="list-style-type: none"> • Reading Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Readable Books Chart - Repeated Readings - Fluency Check Sheets
1.F.F.1.d Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
V. BIG IDEA: Handwriting (H): Students develop print handwriting skills.		
STANDARD K-2.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.		
1.F.H.1.a Form all uppercase and lowercase letters and words with accuracy and consistency.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> - Letter Picture Handwriting
1.F.H.1.b Form words with accuracy and consistency.	<ul style="list-style-type: none"> • Letter Trace • Say and Trace 	
1.F.H.1.c Use appropriate spacing between letters, words, and sentences across lines on a page.	<ul style="list-style-type: none"> • Letter Trace • Say and Trace • Print Concepts 	
STANDARD K-2.F.H.2: Transcription & Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
1.F.H.2.a Perform basic transcription skills.	<ul style="list-style-type: none"> • Letter Trace • Say and Trace 	
1.F.H.2.b Build handwriting fluency by forming accurate letters and words with increasing speed.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN: LANGUAGE (L): STUDENTS LEARN AND APPLY THE STRUCTURES AND CONVENTIONS OF STANDARD ENGLISH. STUDENTS OBSERVE AND ANALYZE HOW GRAMMAR WORKS IN READING AND WRITING. STUDENTS BUILD VOCABULARIES AND DETERMINE WORD MEANINGS AS THEY RELATE TO READING AND WRITING.		
I. BIG IDEA: Grammar Conventions (GC): Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
STANDARD K-2.L.GC.2: Syntax: Recognize and compose coherent sentences that express complete thoughts		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.L.GC.2.a Distinguish between complete and incomplete simple sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks 	<ul style="list-style-type: none"> Simple and Compound Sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Types of Sentences Skill Builder Song
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.L.GC.2.b Use a variety of simple sentences (including a variety of sentence types) to develop clarity in written texts.	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks 	<ul style="list-style-type: none"> Simple and Compound Sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Types of Sentences Skill Builder Song
1.L.GC.2.c Use singular and plural subjects with matching verbs.	<ul style="list-style-type: none"> Songs: More Than One; Nouns; What Is a Sentence? Nouns Plural Nouns Verbs 	<ul style="list-style-type: none"> Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> Plural Nouns Verbs and Nouns Verb Endings
1.L.GC.2.d With adult support, use adjectives or adverbs to add details or clarify meaning.	<ul style="list-style-type: none"> Songs: Adverbs; Adjectives Describe Adverbs Adjectives 	
1.L.GC.2.e This progression begins in 9th grade.		



GEORGIA'S ENGLISH LANGUAGE ARTS STANDARDS 2023

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
II. BIG IDEA: Vocabulary (V): Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.		
STANDARD K-2.L.V.1: General, Academic, & Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.3		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.L.V.1.a Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> Using Words.pdf: 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). <ul style="list-style-type: none"> Conjunctions New Words and Phrases
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> Using Words.pdf: 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). <ul style="list-style-type: none"> Conjunctions New Words and Phrases
STANDARD K-2.L.V.2: Word Analysis: Acquire and apply word analysis skills to deconstruct and construct words to make meaning.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.L.V.2.a Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking).	<ul style="list-style-type: none"> Song: Large, Larger, Largest; Let's Compare; Put It at the End Suffixes 	<ul style="list-style-type: none"> Frequently Occurring Root Words.pdf: Identify Frequently Occurring Root Words and their inflectional forms. <ul style="list-style-type: none"> Affixes and Inflections
1.L.V.2.b This progression begins in 3rd grade.		
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.L.V.2.c Construct words using frequently occurring root words and inflectional endings.	<ul style="list-style-type: none"> Song: Let's Compare; Large, Larger, Largest; Double the Fun; Put It at the End Double the Fun Suffixes 	<ul style="list-style-type: none"> Frequently Occurring Root Words.pdf: Identify Frequently Occurring Root Words and their inflectional forms. <ul style="list-style-type: none"> Affixes and Inflections
1.L.V.2.d This progression begins in 6th grade.		

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K-2.L.V.3: Meaning & Purpose: Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.L.V.3.a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	<ul style="list-style-type: none"> Song: Look for a Clue Rusty and Rosy's Clues 	<ul style="list-style-type: none"> Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> Can Matilda Get the Cheese? What Is in the Tree? Will You Play with Me?
1.L.V.3.b Identify the relationship between words and their synonyms and antonyms.	<ul style="list-style-type: none"> Songs: Synonym Tree; Antonym Ant Book: Opposites Opposites 	
1.L.V.3.c Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).	<ul style="list-style-type: none"> Songs: Synonym Tree; Adjectives Describe; Verbs Synonyms Adjectives Verbs 	<ul style="list-style-type: none"> Distinguish Meaning Among Verbs.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> Shades of Meaning: Verbs and Adjectives
1.L.V.3.d With teacher support, use a picture dictionary or digital resource to clarify the meaning of unknown words and phrases.	<ul style="list-style-type: none"> Reading Detective 	<ul style="list-style-type: none"> Using Glossaries and Dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> Vocabulary Dictionary
<i>Expectations for Constructing Texts Writing Speaking Creating</i>		
1.L.V.3.e Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> Using Words.pdf: 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). <ul style="list-style-type: none"> Conjunctions New Words and Phrases

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN: TEXTS (T): STUDENTS GROW IN THEIR LEARNING AS THEY PURPOSEFULLY ENGAGE WITH TEXTS.		
I. BIG IDEA: Context (C) : Students explore the relationships and roles of authors, purposes, and audiences of texts.		
STANDARD K-2.T.C.1: Purpose & Audience: Explain how authors of texts use language for a specific purpose and a target audience.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.	<ul style="list-style-type: none"> Traditional Tales Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Information vs. Story.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> Text Type Activity—Narrative Text Text Type Activity—Informational Text How to Grow a Garden
1.T.C.1.b Identify different modes of communication: print, digital, auditory, and visual.	Children are presented different modes of communication through digital activities that are aural, visual, and kinesthetic.	
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.T.C.1.c Create texts in teacher-selected modes (e.g., print, digital, auditory, and/or visual.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
STANDARD K-2.T.C.2: Authors & Speakers: Investigate the relationships between authors and speakers in texts.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.T.C.2.a Identify who is speaking or telling the story at various points in a text.	<ul style="list-style-type: none"> Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Who Is Telling the Story.pdf: Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> Who Is the Speaker? The Brothers The City Mouse and the Country Mouse Mr. Lucky Straw
1.T.C.2.b This progression begins in 6th grade.		
1.T.C.2.c This progression begins in 3rd grade.		
1.T.C.2.d This progression begins in 6th grade.		

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
II. BIG IDEA: Structures & Style (SS): Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts		
STANDARD K-2.T.SS.1: Organization: Identify and use organizational structures to craft meaning.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.T.SS.1.a Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.	<ul style="list-style-type: none"> Reading Detective 	<ul style="list-style-type: none"> Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> How to Grow a Garden
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.T.SS.1.b Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.	<ul style="list-style-type: none"> Reading Detective 	<ul style="list-style-type: none"> Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text. <ul style="list-style-type: none"> How to Grow a Garden
1.T.SS.1.c Use transition words or phrases, such as once upon a time, next, and last to sequence events and actions.	<ul style="list-style-type: none"> First, Next, and Last 	<ul style="list-style-type: none"> Writing narratives.pdf: 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. <ul style="list-style-type: none"> The Germs Lumpy Mush
1.T.SS.1.d This progression begins in 3rd grade.		
STANDARD K-2.T.SS.2: Craft: Identify and use descriptive and engaging language.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.T.SS.2.a Identify and explain the use of descriptive words in texts.	<ul style="list-style-type: none"> Songs: Adjectives Describe Adjectives 	<ul style="list-style-type: none"> Adjectives vs. Adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> Treasure Hunt: Adjectives and Adverbs Simon Says: Verbs, Adverbs and Adjectives Adjectives Adverbs

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.T.SS.2.b Use descriptive words to craft engaging texts.	<ul style="list-style-type: none"> Songs: Adjectives Describe; Adverbs Adjectives Adverbs 	<ul style="list-style-type: none"> Adjectives vs. Adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> Treasure Hunt: Adjectives and Adverbs Simon Says: Verbs, Adverbs and Adjectives Adjectives Adverbs
1.T.SS.2.c This progression begins in 6th grade.		
III. BIG IDEA: Techniques (T): Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
STANDARD K-2.T.T.1: Narrative Techniques: Identify and use narrative techniques to shape understanding.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.T.T.1.a Identify techniques used to craft stories, including characters, setting, major events, and dialogue.	<ul style="list-style-type: none"> Sum Up: Five Ws Describe Characters 	<ul style="list-style-type: none"> Describe the story 2.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> The Three Little Pigs
1.T.T.1.b Identify a simple plot with a problem and solution.	<ul style="list-style-type: none"> Sum Up: Remember Order Sum Up: Five Ws Map the Story Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Story Retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> The Three Little Pigs Mr. Lucky Straw
1.T.T.1.c Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story.	<ul style="list-style-type: none"> Describe Characters Sum Up: Remember Order Sum Up: Five Ws Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Describe the story 2.pdf: Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> The Three Little Pigs
1.T.T.1.d With adult support, compare and contrast characters and their experiences in stories across diverse cultures.	<ul style="list-style-type: none"> Describe Characters Compare Characters Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Character Experiences.pdf: Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> The City Mouse and the Country Mouse



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GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.T.T.1.e Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure.	<ul style="list-style-type: none"> Step Into the Story 	<ul style="list-style-type: none"> Writing Narratives.pdf: 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. <ul style="list-style-type: none"> Narrative Writing Activities
STANDARD K-2.T.T.2: Expository Techniques: Identify and use expository techniques to shape understanding.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.T.T.2.a Identify techniques used to craft expository texts, including main topic and supporting details.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identifying the main topic.pdf: Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Water is All Around Animal Bodies I Wish I Had Ears Like a Bat I Want to Be a Scientist Like: Jane Goodall; George Washington Carver; Wilbur and Orville Wright
1.T.T.2.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> Louis Braille Reaching Above The Courage to Learn Discovering Dinosaurs
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.T.T.2.c Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure.		<ul style="list-style-type: none"> Writing with Facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <ul style="list-style-type: none"> Topical Writing Activities
STANDARD K-2.T.T.3: Opinion Techniques: Identify and use opinion techniques to shape understanding		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.T.T.3.a Identify techniques used to craft opinion texts, including the author's opinion and supporting reasons.	<ul style="list-style-type: none"> Books: I Hate Peas; Bad News Shoes; Lumpy Mush 	
1.T.T.3.b This progression begins in 9th grade.		

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.T.T.3.c Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provides two or more reasons to support the opinion with linking words and and because.		<ul style="list-style-type: none"> • Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure. <ul style="list-style-type: none"> - Opinion Writing Activities
1.T.T.3.d This progression begins in 9th grade.		
STANDARD K-2.T.T.4: Poetic Techniques: Identify and use poetic techniques to shape understanding.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.T.T.4.a Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines.	<ul style="list-style-type: none"> • Books: Poetry Books 1 & 2 	<ul style="list-style-type: none"> • Stories and Poetry.pdf: By the end of the year, read and comprehend literature, including stories and poetry proficiently with scaffolding as needed at the high end of the range. <ul style="list-style-type: none"> - Literature Exploration - Poetry Exploration - My Comprehension Checklist - Comprehension Dice Game - Five Finger Retell - Read, Stop, Look, Write
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.T.T.4.b Use poetic techniques to create poems using simple words and/or phrases that may or may not rhyme.	<ul style="list-style-type: none"> • Books: Poetry Books 1 & 2 	<ul style="list-style-type: none"> • Stories and Poetry.pdf: By the end of the year, read and comprehend literature, including stories and poetry proficiently with scaffolding as needed at the high end of the range. <ul style="list-style-type: none"> - Literature Exploration - Poetry Exploration - My Comprehension Checklist - Comprehension Dice Game - Five Finger Retell - Read, Stop, Look, Write

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
IV. BIG IDEA: Research & Analysis (RA); Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics		
STANDARD K-2.RA.1: Research & Inquiry: Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.T.RA.1.a Ask questions about topics of interest for research.	<ul style="list-style-type: none"> • Build Knowledge • Science Investigation 	
1.T.RA.1.b Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.	<ul style="list-style-type: none"> • Build Knowledge • Science Investigation • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Collaborative Writing.pdf: 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).
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.T.RA.1.c Share relevant and accurate information through a variety of different modes.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Creating Stories.pdf: 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. <ul style="list-style-type: none"> - Visual Aids and Recording Activity
STANDARD K-2.RA.2: Curating Sources & Evidence: Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
1.T.RA.2.a Refer to parts of texts when supporting an idea, answer, or opinion.	<ul style="list-style-type: none"> • Find an Answer • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Finding Key Information.pdf: Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> - Star Pictures
1.T.RA.2.b Explore various sources of information, including print, digital, and personal communication.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales • Informational Books (See titles at end of document.) 	
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
1.T.RA.2.c This progression begins in 5th grade.		

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SECOND GRADE		
DOMAIN: FOUNDATIONS (F): STUDENTS BUILD A FOUNDATION FOR ACHIEVING DYNAMIC LITERACY PRACTICES TO AID READING COMPREHENSION.		
III. BIG IDEA: Phonics (P): Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.		
STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.		
2.F.P.1.a Identify and produce all phoneme grapheme correspondences for all consonants, including consonant blends and digraphs.	<ul style="list-style-type: none"> Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Charley Chick; Where Is a Whale? Blend Phonemes Blend Decodable Words Blending ABC Coloring 	<ul style="list-style-type: none"> Spelling-sound Correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> Consonant Blending: -ck, cl-, spl Pattern Word Blending: -uff Pattern Word Blending: -ash Sounds Fun!
2.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e, vowel digraphs, r-controlled vowels, and diphthongs.	<ul style="list-style-type: none"> Songs: Apples and Bananas; Old MacDonald Has Some Vowels; Sneaky Magic E; Bossy Mr. R; Vowels Side by Side; Eensy Weensy Mouse ABC Coloring Identify Short and Long Vowel Sounds Build Syllable Words Blend Phonemes Identify r-Controlled Vowel Words 	<ul style="list-style-type: none"> Spelling-sound Correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams. <ul style="list-style-type: none"> Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones
STANDARD K-2.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.		
2.F.P.2.a Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.	<ul style="list-style-type: none"> Word Recognition Power Words Identify Variant Vowel Words Decode Syllable Words Decode Using the Six Syllable Types 	<ul style="list-style-type: none"> Two Syllable Letter Patterns.pdf: Decode regularly spelled two-syllable words with long vowels. <ul style="list-style-type: none"> What's the Word? Find a Word Make a Word

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K-2.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation <i>continued</i>.		
2.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.	<ul style="list-style-type: none"> Song: Strange Spelling Book: Moose Are Not Meese Word Recognition Power Words Irregular Plurals Irregular Verbs 	<ul style="list-style-type: none"> Irregularly Spelled Words.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> Lesson 1: /ī/ Lesson 2: /ō/ Lesson 3: /f/ Lesson 4: Irregular Plurals
2.F.P.2.c Decode two-syllable nonsense words by applying rules of basic phonics skills (VVCC, VVCe, VCCC, VVCCC).	<ul style="list-style-type: none"> Word Recognition Power Words Identify Variant Vowel Words Decode Syllable Words Decode Using the Six Syllable Types 	
2.F.P.2.d Decode two-syllable words by applying knowledge of all major syllable types.	<ul style="list-style-type: none"> Word Recognition Power Words Six Syllable Types Identify Variant Vowel Words Decode Syllable Words Decode Using the Six Syllable Types 	
2.F.P.2.e This progression ends in kindergarten.		
STANDARD K-2.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.		
2.F.P.3.a Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high frequency words.	<ul style="list-style-type: none"> Spell Using the Six Syllable Types All Star Spelling Make and Spell Power Words Spell and Blend Spelling Exploration Build Syllable Words 	



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GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K-2.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation <i>continued</i>.		
2.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.	<ul style="list-style-type: none"> • Irregular Plurals • Irregular Verbs • Power Words • All Star Spelling • Identify Variant Vowel Words • Identify r-Controlled Vowel Words • Spell Using the Six Syllable Types • Build Syllable Words 	
2.F.P.3.c Encode two-syllable nonsense words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC).	<ul style="list-style-type: none"> • Spell Using the Six Syllable Types • Build Syllable Words 	
2.F.P.3.d Encode two-syllable words by applying knowledge of all major syllable types.	<ul style="list-style-type: none"> • Spell Using the Six Syllable Types • Build Syllable Words 	
IV. BIG IDEA: Fluency: Students read text aloud or silently with speed, accuracy, and expression.		
STANDARD K-2.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
2.F.F.1.a Increase sight word vocabulary using decoding skills by reading grade appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Words 	<ul style="list-style-type: none"> • Irregularly Spelled Words.pdf: Recognize and read appropriate irregularly spelled words. <ul style="list-style-type: none"> - Lesson 1: /i/ - Lesson 2: /o/ - Lesson 3: /f/ - Lesson 4: Irregular Plurals
2.F.F.1.b Read a wide range of grade-level texts aloud with increasing automaticity.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Fluency Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets
2.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Expression: Phrases; Quotations; Questions; Pauses; Exclamations 	<ul style="list-style-type: none"> • Fluency Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> - Fluency Check Sheets

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K-2.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension <i>continued</i>.		
2.F.F.1.d Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.	<ul style="list-style-type: none"> Read-Along Books Informational Books Readable Books (See titles at end of document.) Expression: Phrases; Quotations; Questions; Pauses; Exclamations 	<ul style="list-style-type: none"> Word Recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> Context Clues
V. BIG IDEA: Handwriting (H): Students develop print handwriting skills.		
STANDARD K-2.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.		
2.F.H.1.a Form all uppercase and lowercase letters and words with accuracy, consistency, and efficiency.	<ul style="list-style-type: none"> Letter Trace 	<ul style="list-style-type: none"> Print All Upper- and Lowercase Letters.pdf: Print all upper- and lowercase letters. <ul style="list-style-type: none"> Letter Picture Handwriting
2.F.H.1.b Form words and sentences efficiently.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
2.F.H.1.c Use appropriate spacing throughout the body of a text.	Appropriate spacing is modeled extensively in Pre-Reading through activities such as Print Concepts.	
STANDARD K-2.F.H.2: Transcription & Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
2.F.H.2.a Efficiently and accurately transcribe text.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
2.F.H.2.b Track and maintain speed and efficiency while forming words and sentences.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN: LANGUAGE (L): STUDENTS LEARN AND APPLY THE STRUCTURES AND CONVENTIONS OF STANDARD ENGLISH. STUDENTS OBSERVE AND ANALYZE HOW GRAMMAR WORKS IN READING AND WRITING. STUDENTS BUILD VOCABULARIES AND DETERMINE WORD MEANINGS AS THEY RELATE TO READING AND WRITING.		
I. BIG IDEA: Grammar Conventions (GC): Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
STANDARD K-2.L.GC.2: Syntax: Recognize and compose coherent sentences that express complete thoughts		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.L.GC.2.a Distinguish between simple and compound sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).	<ul style="list-style-type: none"> Name That Sentence Mark 	<ul style="list-style-type: none"> Simple and Compound Sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences. <ul style="list-style-type: none"> Change the Sentence
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.L.GC.2.b Use a variety of simple and compound sentences (including a variety of sentence types) to develop clarity and coherence in written texts.		<ul style="list-style-type: none"> Forming Complete Sentences.pdf: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <ul style="list-style-type: none"> Improved Responses
2.L.GC.2.c Use correct subject and verb agreement in sentence constructions.		<ul style="list-style-type: none"> Singular and Plural Nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences. <ul style="list-style-type: none"> Plural Nouns Verbs and Nouns Verb Endings
2.L.GC.2.d Develop ideas or information in texts by using adjectives or adverbs to add details or clarify meaning.	<ul style="list-style-type: none"> Song: Adjectives Describe; Adverbs Adjectives Adverbs 	<ul style="list-style-type: none"> Adjectives vs. Adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified. <ul style="list-style-type: none"> Treasure Hunt: Adjectives and Adverbs Simon Says: Verbs, Adverbs and Adjectives Adjectives Adverbs
2.L.GC.2.e This progression begins in 9th grade.		

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
II. BIG IDEA: Vocabulary (V): Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.		
STANDARD K-2.L.V.1: General, Academic, & Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.L.V.1.a Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> Find the Meaning of a Word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <ul style="list-style-type: none"> Vocabulary Match: Islands and Volcanoes Vocabulary Match: Tornadoes
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> Using Words.pdf: 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).
STANDARD K-2.L.V.2: Word Analysis: Acquire and apply word analysis skills to deconstruct and construct words to make meaning.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.L.V.2.a Identify and use frequently occurring root words and affixes (e.g., prefixes, suffixes) to deconstruct words to determine or clarify meaning.	<ul style="list-style-type: none"> Songs: Put It at the Front; Put It at the End Prefixes Suffixes 	<ul style="list-style-type: none"> Using the Root Word to Determine Meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root. <ul style="list-style-type: none"> Comparatives Prefixes Suffixes
2.L.V.2.b This progression begins in 3rd grade		
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.L.V.2.c Construct words using frequently occurring root words and affixes.	<ul style="list-style-type: none"> Songs: Put It at the Front; Put It at the End Prefixes Suffixes 	<ul style="list-style-type: none"> Adding Prefixes to Known Words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word. <ul style="list-style-type: none"> Invent a Word: Prefixes and Suffixes Build a Word: Prefixes and Suffixes Prefixes
2.L.V.2.d This progression begins in 6th grade.		

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K-2.L.V.3: Meaning & Purpose: Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.L.V.3.a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	<ul style="list-style-type: none"> Song: Look For a Clue Rusty and Rosie's Clues 	<ul style="list-style-type: none"> Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately. <ul style="list-style-type: none"> One Word, Two Meanings
2.L.V.3.b Determine the relationship between words and their synonyms and antonyms.	<ul style="list-style-type: none"> Songs: Synonym Tree; Antonym Ant Opposites Synonyms Antonyms 	
2.L.V.3.c Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic).	<ul style="list-style-type: none"> Songs: Synonym Tree; Adjectives Describe; Verbs Synonyms Adjectives Verbs 	<ul style="list-style-type: none"> Distinguish Meaning Among Verbs.pdf: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> Shades of Meaning: Verbs and Adjectives
2.L.V.3.d Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> Reading Detective 	<ul style="list-style-type: none"> Using Glossaries and Dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases. <ul style="list-style-type: none"> Vocabulary Dictionary
<i>Expectations for Constructing Texts Writing Speaking Creating</i>		
2.L.V.3.e Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> Using Words.pdf: 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).

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN: TEXTS (T): STUDENTS GROW IN THEIR LEARNING AS THEY PURPOSEFULLY ENGAGE WITH TEXTS.		
I. BIG IDEA: Context (C) : Students explore the relationships and roles of authors, purposes, and audiences of texts.		
STANDARD K-2.T.C.1: Purpose & Audience: Explain how authors of texts use language for a specific purpose and a target audience.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.T.C.1.a Determine the general purpose and target audience in a variety of texts.		<ul style="list-style-type: none"> Identify the Main Purpose of a Text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> Great White Bird The Pizza Book The Piñata Book The Talking Lizard The Courage to Learn The Bee's Secret Reaching Above
1.T.C.1.b Recognize different modes of communication: print, digital, auditory, spoken, visual, and multimodal.	Children are presented different modes of communication through digital activities that are aural, visual, and kinesthetic.	
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.T.C.1.c Choose two or more modes and create a multimodal text on a self-selected topic.	<ul style="list-style-type: none"> Word Processor 	<ul style="list-style-type: none"> Creating Stories.pdf: 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. <ul style="list-style-type: none"> Visual Aids and Recording Activity
STANDARD K-2.T.C.2: Authors & Speakers: Investigate the relationships between authors and speakers in texts.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.T.C.2.a Use examples of language from the text to identify various points of view (e.g., first person, third person).	<ul style="list-style-type: none"> Books: Why Wind and Water Fight; Three Billy Goats Gruff Expression: Quotations 	<ul style="list-style-type: none"> Point of View.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <ul style="list-style-type: none"> Story Structure Activity
2.T.C.2.b This progression begins in 6th grade.		

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Expectations for Interpreting Texts: Reading Listening Viewing continued</i>		
2.T.C.2.c This progression begins in 3rd grade.		
2.T.C.2.d This progression begins in 6th grade.		
II. BIG IDEA: Structures & Style (SS): Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts		
STANDARD K-2.T.SS.1: Organization: Identify and use organizational structures to craft meaning.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.T.SS.1.a Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts.	<ul style="list-style-type: none"> Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book Reading Detective 	<ul style="list-style-type: none"> Locating Key Facts.pdf: Know and use various text features to locate key facts or information in a text efficiently. <ul style="list-style-type: none"> How to Grow a Garden
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.T.SS.1.b Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.	<ul style="list-style-type: none"> Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book 	<ul style="list-style-type: none"> Clarifying with Pictures.pdf: Explain how specific images contribute to and clarify a text. <ul style="list-style-type: none"> How to Grow a Garden
2.T.SS.1.c Use conjunctions and transition words or phrases to sequence events and actions.	<ul style="list-style-type: none"> Song: Sequencing Events Book: Marty's Mixed-up Mom First, Next, and Last Sequence Events 	<ul style="list-style-type: none"> Using Words.pdf: 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). <ul style="list-style-type: none"> Conjunctions New Words and Phrases
2.T.SS.1.d This progression begins in 3rd grade.		

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STANDARD K-2.T.SS.2: Craft: Identify and use descriptive and engaging language.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.T.SS.2.a Identify the difference between literal and nonliteral or figurative language in texts.		<ul style="list-style-type: none"> Eating While Reading.pdf: How can we use figurative language to make our writing more exciting? <ul style="list-style-type: none"> Previewing Figurative Language Guess the Object Group Storytelling Eating While Reading Recipe Writing Recipe Editing Eating While Reading Cookbook Making
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.T.SS.2.b Use descriptive words to craft engaging texts.	<ul style="list-style-type: none"> Songs: Adjectives Describe; Adverbs; Verbs Adjectives Adverbs Verbs Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> Using Words.pdf: 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).
2.T.SS.2.c This progression begins in 6th grade.		
III. BIG IDEA: Techniques (T): Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
STANDARD K-2.T.T.1: Narrative Techniques: Identify and use narrative techniques to shape understanding.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.T.E.1.a Identify and describe techniques used to craft stories, including characters, setting, major events, and dialogue.	<ul style="list-style-type: none"> Describe Characters Compare Characters Map the Story Sum Up: Five Ws 	<ul style="list-style-type: none"> How are Characters Affected by Story Events .pdf: Describe how characters in a story respond to major events and challenges. <ul style="list-style-type: none"> What if You Were an Octopus? Why Wind and Water Fight
2.T.T.1.b Identify the major plot events that occur between a problem and solution.	<ul style="list-style-type: none"> Map the Story Peek at the Story Check My Guess 	<ul style="list-style-type: none"> Understanding Characters, Setting, or Plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <ul style="list-style-type: none"> 27 Online books to demonstrate understanding characters, setting, and plot.

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Expectations for Interpreting Texts: Reading Listening Viewing continued</i>		
2.T.T.1.c Identify and describe how characters' responses to major challenges or events support the central message, lesson, or moral of the story.	<ul style="list-style-type: none"> Compare Characters 	<ul style="list-style-type: none"> Moral of the Story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <ul style="list-style-type: none"> Why Wind and Water Fight The Snow Lion How Rivers Began The Story of Tong and Mai Nhia
2.T.T.1.d Compare and contrast two or more versions of the same story by different authors or from diverse cultures.	<ul style="list-style-type: none"> Compare Characters Read-Along Books Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Compare and Contrast Narrative.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures. <ul style="list-style-type: none"> Story Variations Activity
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.T.T.1.e Use knowledge of narrative techniques (e.g., characters, settings, events, dialogue) to create texts that recount real or imagined experiences and events with a sense of closure	<ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> Writing Narratives.pdf: 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. <ul style="list-style-type: none"> 15 Story examples with suggestions for student writing.
STANDARD K-2.T.T.2: Expository Techniques: Identify and use expository techniques to shape understanding.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.T.T.2.a Identify and describe techniques used to craft expository texts, including main idea and key supporting details within specific paragraphs.	<ul style="list-style-type: none"> First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> Writing with Facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> Noise? What Noise? The Pizza Books Little Tree
2.T.T.2.b Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Connection Between Events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> Louis Braille Reaching Above The Courage to Learn Discovering Dinosaurs

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.T.T.2.c Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to supply facts about the topic, and provide a concluding statement or section.	<ul style="list-style-type: none"> First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> Writing with Facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <ul style="list-style-type: none"> Noise? What Noise? The Pizza Books Little Tree
STANDARD K-2.T.T.3: Opinion Techniques: Identify and use opinion techniques to shape understanding		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.T.T.3.a Identify and describe techniques used to craft opinion texts, including the author's opinion, supporting reasons, and facts.	<ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> Bad News Shoes The Piñata Book Winter Snoozers
2.T.T.3.b This progression begins in 9th grade.		
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.T.T.3.c Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, and, also), and provide a conclusion.	<ul style="list-style-type: none"> Prewrite: Word Bank; Title; Mapping First Draft Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> Writing with Opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> Bad News Shoes The Piñata Book Winter Snoozers
2.T.T.3.d This progression begins in 9th grade.		

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD K-2.T.T.4: Poetic Techniques: Identify and use poetic techniques to shape understanding.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.T.T.4.a Identify, classify, and describe poetic techniques used to craft texts, including rhyme, alliteration, repeated lines, stanzas, and line breaks.	<ul style="list-style-type: none"> Books: Bad News Shoes; I Hate Peas; Movin' to the Music; Poetry Books 1 & 2 	<ul style="list-style-type: none"> Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> Poetry Book 1 Poetry Book 2 Bad News Shoes Movin' to the Music Time Winter Snoozers
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.T.T.4.b Use poetic techniques to create poems using words and/or phrases that may or may not rhyme.	<ul style="list-style-type: none"> Books: Bad News Shoes; I Hate Peas; Movin' to the Music; Poetry Books 1 & 2 	<ul style="list-style-type: none"> Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song. <ul style="list-style-type: none"> Poetry Book 1 Poetry Book 2 Bad News Shoes Movin' to the Music Time Winter Snoozers
IV. BIG IDEA: Research & Analysis (RA); Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics		
STANDARD K-2.RA.1: Research & Inquiry: Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.T.RA.1.a Generate questions about self-selected topics of interest for research.	<ul style="list-style-type: none"> Science Investigation 	
2.T.RA.1.b Work collaboratively or individually to conduct research to answer questions on a shared or personal topic of interest by gathering and organizing information from multiple sources using graphic organizers or other support aids.		<ul style="list-style-type: none"> Collaborative Writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> Noise? What Noise? Discovering Dinosaurs The Story Cloth Little Tree

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.T.RA.1.c Organize and share related, relevant, and accurate information through a variety of different modes.		<ul style="list-style-type: none"> • Collaborative Writing.pdf: Participate in shared research and writing projects. <ul style="list-style-type: none"> - Noise? What Noise? - Discovering Dinosaurs - The Story Cloth - Little Tree
STANDARD K-2.RA.2: Curating Sources & Evidence: Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.		
<i>Expectations for Interpreting Texts: Reading Listening Viewing</i>		
2.T.RA.2.a Refer to specific parts of texts when supporting an idea, answer, or opinion.		<ul style="list-style-type: none"> • Identify the Main Purpose of a Text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe. <ul style="list-style-type: none"> - Great White Bird - The Pizza Book - The Piñata Book - The Talking Lizard - The Courage to Learn - The Bee's Secret - Reaching Above
2.T.RA.2.b Explore various sources of information, including print, digital, and personal communication, and discuss connections to various topics.		<ul style="list-style-type: none"> • Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> - All on the Same Earth - The Bee's Secret
<i>Expectations for Constructing Texts: Writing Speaking Creating</i>		
2.T.RA.2.c This progression begins in 5th grade.		

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

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

Beginning Math Songs

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 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.

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

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)

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.

Alphabet Knowledge

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

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

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