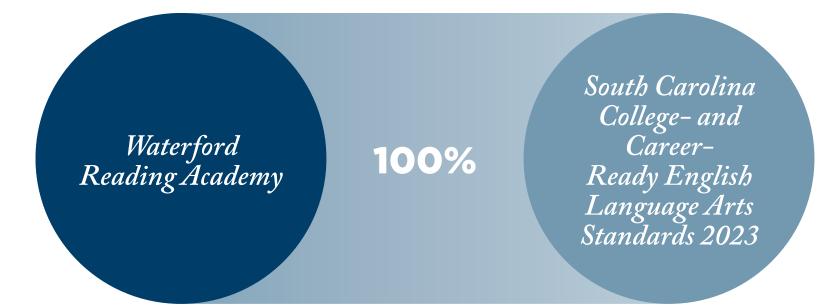**Waterford.org**
CURRICULUM

Correlation Criteria: SOUTH CAROLINA COLLEGE- AND CAREER-READY
ENGLISH LANGUAGE ARTS STANDARDS 2023
for KINDERGARTEN, 1ST, AND 2ND GRADES

JULY 2024

CURRICULUM
Correlation

Waterford
Reading Academy

100%

South Carolina
College– and
Career–
Ready English
Language Arts
Standards 2023

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

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SOUTH CAROLINA COLLEGE- AND CAREER-READY ENGLISH LANGUAGE ARTS STANDARDS 2023

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KINDERGARTEN		
Foundations of Literacy (F)		
ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.		
ELA.K.F.1.1 Count the number of words in a spoken sentence.	• Segment Spoken Sentences	
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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words *continued*.		
ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	• Where Is the Sound? • Initial Sound • Final Sound	• Segmenting Words
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ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.		
ELA.K.F.2.1 Locate a book's front cover, back cover, title page, and where to begin reading.	• Print Concepts	• Parts of a Book
ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.	• Print Concepts	• Understanding Spaces In Print
ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.	• Print Concepts	• Following Words
ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Capitalization
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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.		
ELA.K.F.3.1 Identify, name, and form all upper and lowercase letters with automaticity.	• ABC Songs • Distinguish Letters • Letter Match • Letter Checker • Fast Letter Fun • Letter Trace • Find the Letter • Name That Letter	• Upper and Lowercase Letters
ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.	• Distinguish Letters • Letter Trace • Letter Pictures	• Upper and Lowercase Letters
ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.	• Sound Song • Letter Sound • Sound Room • Name That Letter Sound • Letter Sound Screening	
ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable (e.g. he, so, me, go, hi); and c. in a vowel- consonant-e (VCe) syllable with prompting and support.	• Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Identify Short and Long Vowel Sounds	• Major Vowels
ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant vowel-consonant (CVC) words in isolation and in text	• Blend Decodable Words • Blend Phonemes • Blend Every Sound	
ELA.K.F.3.6 Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.	• Barnyard Bash • Phoneme Eliminator • Phoneme Substitution	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued*.		
ELA.K.F.3.7 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	• Syllables • Syllable Safari	• Segmenting Syllables
ELA.K.F.3.8 Decode and encode words using: a. VC; b. CV; c. CVC; d. consonant digraphs (ch, sh, th, wh); and e. combination (e.g., qu).	• Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where Is a Whale?; Blends: Consonants Together • Build CVC Syllable Words • Spell and Blend • Blend Decodable Words • Word Blending	
ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.		
ELA.K.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Words	
ELA.K.F.4.2 Read texts orally with accuracy and expression.	• Readable Books • Read with Me Books • Informational Books (See titles at end of document.)	• Reading Check • Decodable Books *Reference Material* • Waterford Beginning Readers and Decodable Books
ELA.K.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the word by analogy; and c. using visuals from the text to support decoding and confirm recognition.	• Readable Books • Decodable Books (See titles at end of document.) • Blend Decodable Words • Rusty and Rosy's Clues	• Reading Check • Decodable Books

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Applications of Reading (AOR)		
ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.		
ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.	• Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next?	• Identify Story Elements • Seeing Fingers
ELA.K.AOR.1.2 Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text.	• Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Choose a Sound • Finish the Picture	
ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.		
ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.	• Sum Up: Remember Order • What Comes Next?	• Story Retelling • My Super Sticky Sandwich
ELA.K.AOR.2.2 Retell familiar texts by identifying the topic and supporting details in an informational text.	• Informational Books (See titles at end of document.) • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order	• Identify Main Topic
ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.		
ELA.K.AOR.3.1 Identify and explain the roles of the author and the illustrator of a story.	• Print Concepts	• Identifying the Author and Illustrator
ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.		
ELA.K.AOR.4.1 Identify and explain the roles of the author and the illustrator in an informational text.	• Print Concepts	• Identifying the Author and Illustrator

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.		
ELA.K.AOR.5.1 Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry.	• Read-Along Books • Readable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Types of Text
ELA.K.AOR.5.2 Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts.	• Reading Detective • Print Concepts	• Parts of a Book
ELA.K.AOR.5.3 Identify an author's opinion about a topic in an informational text.	• Book: Creepy Crawlers • Informational Books (See titles at end of document.)	
ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.		
ELA.K.AOR.6.1 Retell a text orally to enhance comprehension: a. include main character(s), setting, and important events for a story; and b. include topic and supporting details for an informational text.	• Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next?	• Story Retelling • My Super Sticky Sandwich • The Watermelon Seed
ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
ELA.K.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: a. ask and answer questions about words and phrases to determine their meaning; and b. use words and phrases acquired through conversations, being read to, and responding to texts.	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.	• Unknown Words • Using Words

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.AOR.8: Analyze word relationships and nuances in word meanings within literary and informational texts.		
ELA.K.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; b. deepen understanding of words by relating words to their opposites; and c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.	• Songs: Antonym Ant; All Sorts of Laundry; Adjectives Describe • Books: Buttons Buttons; Opposites • Sort • Opposites • Big Little Animals • Large Small Toys • Adjectives	• Common Object Sorting • My Super Sticky Sandwich
ELA.AOR.9: Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.		
ELA.K.AOR.9.1 Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content.	• Songs: Put it at the Front; Put it at the End; Key Words • Prefixes • Suffixes	• Frequently Occurring Inflections and Affixes
ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.		
ELA.K.AOR.10.1 Describe the relationship between visuals (e.g., illustrations, photographs) and the text.	• Picture Clues • Peek at the Story • Words Tell About the Pictures	• Relationship Between Picture and Story • José Three
ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.		
ELA.K.R.1.1 Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.	• Find an Answer • Sum Up: Five Ws • Build Knowledge • Science Investigation	• Key Details Informational • Seeing Fingers

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge *continued*.		
ELA.K.R.1.2 Instruction of this indicator begins in second grade. ELA.K.R.1.3 Instruction of this indicator begins in fourth grade. ELA.K.R.1.4 Instruction of this indicator begins in fourth grade. ELA.K.R.1.5 Instruction of this indicator begins in fourth grade.		
Written and Oral Communications (C)		
ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.		
ELA.K.C.1.1 Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.		• Writing with Opinions
ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.		
ELA.K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.		• Writing with Facts
ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.		
ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.		• Writing Narratives • My Super Sticky Sandwich

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.		
ELA.K.C.4.1 Form and use complete simple sentences. When writing: a. capitalize the first word in a sentence and the pronoun I; b. identify and name end punctuation marks (e.g., periods, exclamation points, and question marks); c. identify and use periods to punctuate sentences; d. identify and use common singular and plural nouns; e. identify and use action verbs; and f. identify and use simple and declarative sentences.	• Songs: What Is a Sentence?; Sentence Marks; Nouns; Verbs; More Than One; Capital Letters; Pronouns • Sentences • Sentence Marks • Nouns • Verbs • Plural Nouns • Pronouns	• Capitalization • Punctuation • Mine
ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.		
ELA.K.C.5.1 With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing.		• Editing
ELA.C.6: Write independently and legibly for a variety of tasks and purposes.		
ELA.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.	• Letter Trace	• Print Upper- and Lowercase Letters
ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.		
ELA.K.C.7.1 Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).	• Song: First, Next, Last • Book: Marty's Mixed-up Mom • Sum Up: Remember Order • First, Next, and Last	• My Super Sticky Sandwich

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.		
ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others while engaging in conversations.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	• Conversation Building
ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.		
ELA.K.C.9.1 Ask and answer questions in conversation on a topic.		• Conversation Building
FIRST GRADE		
Foundations of Literacy (F)		
ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.		
ELA.1.F.1.1 There is not an indicator for first grade.		
ELA.1.F.1.2 Produce alliterative spoken words.	• Initial Sound • Right Initial Sound • Choose a Sound	
ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.	• Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words	
ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.	• Song: Compound Words • Syllables • Syllable Safari • Syllable Deletion With Compound Words • Compound Words	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words *continued*.		
ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words.	• Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • Segment Onset/Rime Assessment	
ELA.1.F.1.6 There is not an indicator for first grade.		
ELA.1.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes, and say the resulting word.	• Phoneme Substitution • Phoneme Eliminator • One, Two, Three Sounds	
ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.		
ELA.1.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	• Print Concepts	• I Want to Be a Scientist Like Jane Goodall
ELA.1.F.2.2 There is not an indicator for first grade. ELA.1.F.2.3 There is not an indicator for first grade. ELA.1.F.2.4 There is not an indicator for first grade. ELA.1.F.2.5 There is not an indicator for first grade.		
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.		
ELA.1.F.3.1 There is not an indicator for first grade. ELA.1.F.3.2 There is not an indicator for first grade. ELA.1.F.3.3 There is not an indicator for first grade.		

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued.*		
ELA.1.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word to: a. decode and encode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position; b. decode regularly spelled one-syllable words with vowel-r syllables (ar, er, ir, or, and ur); and c. decode two-syllable words using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types.	• Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald Has Some Vowels; Apples and Bananas; Eensy, Weensy Mouse; Blends: Consonants Together; Bossy Mr. R • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le; Multisyllabic) • Decode Using the Six Syllable Types • Identify r-Controlled Vowel Words • Compound Words • Spell and Blend • Word Pattern Spelling	• Spelling-sound Correspondences • Two Syllable Letter Patterns • Single Syllable Letter Patterns
ELA.1.F.3.5 There is not an indicator for first grade.		
ELA.1.F.3.6 Delete, add, and substitute the initial, middle, and end letters in words to build or make new words.	• Letter Sound Eliminator • Barnyard Bash • Circus Clown Climbers	
ELA.1.F.3.7 Read a two-syllable word by breaking the word into syllables.	• Decode Multisyllabic Words • Decode Using the Six Syllable Types	• Two Syllable Letter Patterns

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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued*.		
ELA.1.F.3.8 Decode and encode words using: a. onset/rime; b. consonant blends (initial and final); c. consonant digraphs (ch, sh, th, wh, ph, ck); d. trigraphs (e.g. -tch, -dge); e. combination (e.g., qu); f. VCe; g. r-controlled vowels (e.g., ar, er, ir, or, ur); h. common inflectional endings that do not change the base word (e.g., -s, -ed); i. contractions with am, is, has, and not; j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y);	• Songs: Sneaky Magic E; Old MacDonald Has Some Vowels; Apples and Bananas; Double the Fun; Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where is a Whale?; Charley Chick; Bossy Mr. R; C and G; Contraction Action; Put It at the End; The Three Sounds of E-D • Build CVC Syllable • Build R-Controlled Syllable Words • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le; Multisyllabic) • Decode Using the Six Syllable Types • Identify r-Controlled Syllable Words • Suffixes • Contractions • Spell and Blend	• Spelling-sound Correspondences • Inflectional Endings

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued***.**		
ELA.1.F.3.8 Decode and encode words using *continued*: k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym); l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind); m. silent letter combinations (e.g., kn, wr, mb, gh, gn); n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass); and o. words with final /v/ sound, using knowledge that no English word ends with a v. (e.g. have, give, save).	• Songs: Tricky Y to I; Blicky Licky Land; Double the Fun; Silent Letters; Double the Fun • Word Pattern Spelling • Word Recognition • Power Words	• Inflectional Endings
ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.		
ELA.1.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	• Read-Along Books • Traditional Tales (See titles at end of document.) • Power Words	• Reading Check
ELA.1.F.4.2 Read texts orally with accuracy, appropriate rate, and expression.	• Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction • Fluency	• Reading Check

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension *continued.*		
ELA.1.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; and c. using context and visuals from the text to support monitoring and self-correcting	• Read-Along Books • Traditional Tales (See titles at end of document.) • Blend Decodable Words • Rusty and Rosy's Clues	• Word Recognition • Mr. Lucky Straw
Applications of Reading (AOR)		
ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.		
ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward.	• Traditional Tales (See titles at end of document.) • Describe Characters • Sum Up: Five Ws	• Describe the Story • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • The Gingerbread Man
ELA.1.AOR.1.2 Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery.	• Books: Poetry Book 1; Poetry Book 2 • Traditional Tales (See titles at end of document.) • Choose a Sound	• Feeling and Senses
ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.		
ELA.1.AOR.2.1 Retell a story using main story elements and identify a lesson in a literary text.	• Traditional Tales (See titles at end of document.) • Sum Up: Remember Order	• Mr. Lucky Straw • Story Retelling • Goldilocks and the Three Bears • The Gingerbread Man
ELA.1.AOR.2.2 Identify a central idea and supporting details in an informational text.	• Informational Books (See titles at end of document.) • Sum Up: Five Ws	• Key Details Informational

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.		
ELA.1.AOR.3.1 Identify and explain who is telling the story at various points in the story.	• Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves	• Who Is Telling the Story? • Mr. Lucky Straw
ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.		
ELA.1.AOR.4.1 Distinguish between information provided by illustrations or pictures and information provided by the words in a text.	• Traditional Tales • Informational Books (See titles at end of document.)	• Pulling Information from a Picture or Text • Animal Bodies • Mr. Lucky Straw
ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.		
ELA.1.AOR.5.1 Identify and explain the differences between texts that tell stories and texts that provide information.	• Traditional Tales • Informational Books (See titles at end of document.)	
ELA.1.AOR.5.2 Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text.	• Reading Detective	• Locating Key Facts
ELA.1.AOR.5.3 Identify and explain the differences between facts and opinions about a topic in an informational text.	• Informational Books (See titles at end of document.) • Build Knowledge	
ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.		
ELA.1.AOR.6.1 Retell a text orally and in writing to enhance comprehension: a. include main story elements at the beginning, middle, and end for a literary text; and b. include a central idea and supporting details for an informational text.	• Sum Up: Five Ws • Sum Up: Remember Order	• Story Retelling • Goldilocks and the Three Bears • The Gingerbread Man • Mr. Lucky Straw • Identify the Main Topic

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
ELA.1.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., examples) to determine the meaning of a word or phrase; b. use provided reference materials to build and integrate background knowledge; c. use provided reference materials to determine the meaning of words and phrases; and d. use words and phrases acquired through conversations, being read to, and responding to texts.	• Rusty and Rosy's Clues • Reading Detective	• Word Recognition • Mr. Lucky Straw
ELA.1.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: a. ask and answer questions about words and phrases to determine their meaning; b. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; and c. define words by their category and simple attributes (e.g., an owl is a bird that flies).	• Book: The Birds, the Beast, and the Bat • Sort	• Sorting Common Objects into Categories • Mr. Lucky Straw

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.AOR.9: Build and apply a range of academic vocabulary, as well as grade level appropriate morphology to apply to reading, writing, and speaking.		
ELA.1.AOR.9.1 Identify and use phonic patterns and inflectional morphemes that do not change the spelling of the base word.	• Songs: Put It at the End; Put It at the Front; The Three Sounds of -ED; More Than One • Suffixes • Prefixes	
ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.		
ELA.1.AOR.10.1 Use visuals (e.g., illustrations, photographs) to describe the key or supporting details in a text.	• Build Knowledge	• Describe the Story • Animal Bodies • Mr. Lucky Straw
Research (R)		
ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.		
ELA.1.R.1.1 Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.	• Build Knowledge • Sum Up: Five Ws	• Key Details
ELA.1.R.1.2 Instruction of this indicator begins in second grade. ELA.1.R.1.3 Instruction of this indicator begins in fourth grade. ELA.1.R.1.4 Instruction of this indicator begins in fourth grade. ELA.1.R.1.5 Instruction of this indicator begins in fourth grade.		
Written and Oral Communications (C)		
ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.		
ELA.1.C.1.1 Write opinion pieces about a topic. When writing: a. introduce an opinion and include reasons to support the opinion; b. include grade-appropriate transitions; and c. provide a concluding statement or idea.		• Writing with Opinions

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.		
ELA.1.C.2.1 Write informative/ explanatory pieces to name a topic and provide information about the topic. When writing: a. introduce a topic; b. provide information with details to develop the topic; and c. provide a concluding statement or idea.		• Writing with Facts • Animal Bodies
ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.		
ELA.1.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. detail events in a logical order using temporal words to signal event order (e.g., before, after); b. include details that describe actions, thoughts, and feelings; and c. provide a sense of ending.		• Writing Narratives

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.		
ELA.1.C.4.1 Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing: a. capitalize the names of people and dates (to include months and days of the week); b. use exclamation points, question marks, or periods to punctuate; c. use commas to separate single words in a series; d. use a comma after the day and before the year in a date; e. use a colon between the hour and minutes in time; f. identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions; g. form and use regular and frequently occurring irregular nouns; and h. identify and use correct subject-verb agreement in simple sentences.	• Songs: Capital Letters; Pronouns; Verbs; It Happened Yesterday; Adjectives Describe; Comma, Comma, Comma, Sentence Marks • Book: I Can't Wait • Sentences • Sentence Marks • Nouns • Verbs • Plural Nouns • Pronouns • Irregular Nouns • Past Tense Verbs	• Punctuation • Capitalization
ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.		
ELA.1.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• Editing
ELA.C.6: Write independently and legibly for a variety of tasks and purposes.		
ELA.1.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.	• Letter Trace	• Printing Upper and Lowercase

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.		
ELA.1.C.7.1 Present information orally in a logical order of events using complete sentences, appropriate volume, clear pronunciation, conjunctions, and temporal words (e.g., before, after).		• Use Relevant Details to Express Ideas and Feelings
ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.		
ELA.1.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations.		• Class Discussion
ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.		
ELA.1.C.9.1 Listen to others to ask and answer questions on a topic.	• Build Knowledge • Science Investigation	• Class Discussion

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
SECOND GRADE		
Foundations of Literacy (F)		
ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.		
ELA.2.F.1.1 There is not an indicator for second grade. ELA.2.F.1.2 There is not an indicator for second grade. ELA.2.F.1.3 There is not an indicator for second grade. ELA.2.F.1.4 There is not an indicator for second grade. ELA.2.F.1.5 There is not an indicator for second grade. ELA.2.F.1.6 There is not an indicator for second grade.		
ELA.2.F.1.7 Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.	• Phoneme Eliminator • Phoneme Substitution • One, Two, Three Sounds	
ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.		
ELA.2.F.2.1 There is not an indicator for second grade. ELA.2.F.2.2 There is not an indicator for second grade. ELA.2.F.2.3 There is not an indicator for second grade. ELA.2.F.2.4 There is not an indicator for second grade. ELA.2.F.2.5 There is not an indicator for second grade.		

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.		
ELA.2.F.3.1 There is not an indicator for second grade. ELA.2.F.3.2 There is not an indicator for second grade. ELA.2.F.3.3 There is not an indicator for second grade.		
ELA.2.F.3.4 Identify the vowel in a printed syllable or word to: a. decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); lion (CV/VC).	• Song: Schwa Sounds • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le; Multisyllabic) • Decode Using the Six Syllable Types	
ELA.2.F.3.5 There is not an indicator for second grade.		
ELA.2.F.3.6 Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words.	• Syllable Deletion With Compound Words	
ELA.2.F.3.7 Read multisyllabic words by breaking the word into syllables.	• Blend Spoken Syllables • Power Words • Decode Multisyllabic Words	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued.*		
ELA.2.F.3.8 Decode and encode multisyllabic words using: a. consonant digraphs (sh, th, ch, wh, ph, ck); b. combination (e.g., qu); c. three-consonant blends (e.g., str-, scr-); d. blends containing digraphs (e.g., thr-, -nch); e. trigraphs (e.g., -tch, -dge); f. variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay); g. vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur);	• Songs: Blends: Consonants Together; Charley Chick; Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Lazy Letter Q • Word Recognition • Spell and Blend • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le; Multisyllabic) • Decode Using the Six Syllable Types • Build Vowel Team Syllable Words • Build CVC Syllable • Build R-Controlled Syllable Words • Spell Using the Six Syllable Types • Identify Variant Vowel Words	• Spelling-sound correspondences

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words *continued*.		
ELA.2.F.3.8 Decode and encode multisyllabic words using *continued*: h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es); i. words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall); j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y); k. words with vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one syllable words and the long /ē/ sound in two-syllable words; words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym); l. words with silent letter combinations. (e.g., kn, wr, gn, mb, gh); and m. contractions with am, is, has, not, have, would, and will.	• Songs: Put It at the End; The Three Sounds of -ED; Contraction Action; Apostrophe Pig; Tricky Y to I; Blicky Licky Land; Silent Letters; C and G • Contractions • Spell and Blend • Fast Word Fun • Word Pattern • Word Recognition	• Apostrophes • Learned spelling patterns

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CURRICULUM

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.		
ELA.2.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	• Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) • Power Words	
ELA.2.F.4.2 Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Expression: Phrases; Quotations; Questions; Pauses; Exclamations	• Fluency Check
ELA.2.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self-correcting.	• Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le; Multisyllabic) • Decode Using the Six Syllable Types • Spell and Blend • Word Pattern	
Applications of Reading (AOR)		
ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.		
ELA.2.AOR.1.1 Describe the main story elements and sequence the important events.	• Sum Up: Remember Order • Sum Up: Five Ws • Map the Story • Traditional Tales • Read-Along Books (See titles at end of document.)	• Who, What, Where, When, and Why • Defying Gravity: The Story of Mae Jemison • The Courage to Learn: The Story of Helen Keller
ELA.2.AOR.1.2 Identify and explain the purpose of forms of figurative language to include similes, personification, and idioms.	• Books: Poetry Book 1; Poetry Book 2; The Swing; Bad News Shoes	• Poetry Book 1

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.		
ELA.2.AOR.2.1 Identify and explain an explicit theme in a literary text.	• Read-Along Books • Traditional Tales (See titles at end of document.)	• Moral of the Story
ELA.2.AOR.2.2 Identify and explain a central idea and supporting details in an informational text.	• Informational Books (See titles at end of document.)	• Identify the Main Purpose of a Text
ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.		
ELA.2.AOR.3.1 Identify different characters' perspectives in a literary text.	• Books: Why Wind and Water Fight; Three Billy Goats Gruff; The Sweater • Compare Characters	• Point of View
ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.		
ELA.2.AOR.4.1 Identify and explain an author's purpose in a text, including what the author wants to answer, explain, or describe.	• Informational Books (See titles at end of document.)	• Identify the Main Purpose of a Text
ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.		
ELA.2.AOR.5.1 Describe the basic structure of a literary text (e.g., narrative, drama, and poem).	• Read-Along Books • Poetry Book • Traditional Tales (See titles at end of document.)	
ELA.2.AOR.5.2 Explain how text features contribute to meaning in an informational text; identify the text structure of sequence.	• Reading Detective	• Locating Key Facts
ELA.2.AOR.5.3 Identify when an author expresses an opinion and uses reasons to support that opinion in an informational text.	• Informational Books (See titles at end of document.)	• Identify the Main Purpose of a Text

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.		
ELA.2.AOR.6.1 Retell a text to enhance comprehension: a. include main story elements in a logical sequence for a literary text; and b. include a central idea and supporting details for an informational text.	• Informational Books • Read-Along Books (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order • Build Knowledge	• Identify the Main Purpose of a Text
ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
ELA.2.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; b. use reference materials to build and integrate background knowledge; c. use glossaries and dictionaries to determine the meaning of words and phrases; and d. use words and phrases acquired through conversations, reading, and responding to texts.	• Rusty and Rosy's Clues • Reading Detective	• Using Glossaries and Dictionaries

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.AOR.8: Analyze word relationships and nuances in word meanings within literary and informational texts.		
ELA.2.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: a. ask and answer questions about words and phrases to determine their meaning; and b. distinguish nuances of meaning between closely related verbs (e.g., throw, toss) and adjectives (e.g., small, tiny).	• Song: Verbs; Adjectives Describe • Verbs • Adjectives • Reading Detective	• Closely Related Verbs
ELA.AOR.9: Build and apply a range of academic vocabulary, as well as grade level appropriate morphology to apply to reading, writing, and speaking.		
ELA.2.AOR.9.1 Identify and use phonic patterns and inflectional morphemes that change the spelling of a base word, and identify grade-appropriate prefixes to determine the meaning of words in grade-level content.	• Songs: Tricky Y to I; Put It at the End; Double the Fun • Irregular Plural Nouns • Double the Fun	
ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.		
ELA.2.AOR.10.1 Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text.		• Understanding Characters, Setting, or Plot

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Research (R)		
ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.		
ELA.2.R.1.1 Ask and answer questions about print and non-print sources to narrow or broaden thinking.		• Gathering Additional Information Through Questions • The Courage to Learn: The Story of Helen Keller
ELA.2.R.1.2 Sequence information from a provided print or non-print source.	• Song: Sequencing Events • Sum Up: Remember Order • First, Next, and Last	
ELA.2.R.1.3 Instruction of this indicator begins in fourth grade. ELA.2.R.1.4 Instruction of this indicator begins in fourth grade. ELA.2.R.1.5 Instruction of this indicator begins in fourth grade.		
Written and Oral Communications (C)		
ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.		
ELA.2.C.1.1 Write opinion pieces about a topic. When writing: a. introduce an opinion and include reasons with details to support the opinion; b. use grade-appropriate transitions; and c. provide a concluding statement.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• Writing with Opinions • I Met a Monster
ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.		
ELA.2.C.2.1 Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing: a. introduce a topic; b. use facts and details to develop the topic; and c. provide a concluding statement.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.		
ELA.2.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish and describe character(s) and setting; b. sequence events and use temporal words to signal event order (e.g., before, after); and c. provide a sense of ending.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic	• Writing Narratives • I Met a Monster
ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.		
ELA.2.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing: a. capitalize proper nouns (holidays, product names, and geographic names); b. use periods to punctuate initials and titles of people; c. use commas in addresses, after greetings and closings (letters and emails), and inside quotation marks; d. use quotation marks to set off direct quotations and dialogue; e. use apostrophes to form possessives; f. identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and superlative), adverbs, and conjunctions (coordinating and subordinating); g. identify and use a subject, predicate, and direct object in a sentence; and h. form and use compound sentences.	• Songs: Capital Letters; Pronouns; Verbs; It Happened Yesterday; Adjectives Describe; Comma, Comma, Comma, Sentence Marks; Apostrophe Pig; Quotation Marks • Possessive Nouns • Adjectives • Adverbs • Sentences • Sentence Marks • Nouns • Verbs • Edit Punctuations • Edit Capitalization • Edit Commas • Plural Nouns • Pronouns • Irregular Nouns • Past Tense Verbs	• Forming Complete Sentences

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.		
ELA.2.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	• Prewrite: Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic • Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas"	• Editing
ELA.C.6: Write independently and legibly for a variety of tasks and purposes.		
ELA.2.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.		
ELA.2.C.7.1 Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking: a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Class Discussion

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.		
ELA.2.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations.		• Conversation Building
ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.		
ELA.2.C.9.1 Identify a speaker's opinion and at least one supporting reason.		• Gathering Additional Information Through Questions

PRE-READING

Sing a Rhyme Songs & Books
The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; 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; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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

SUPPORT

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

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

Many of these songs are available on the Waterford.org YouTube channel.

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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

WATERFORD MENTOR

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

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