



100%
Correlation

Curriculum Correlation July 2025

**Waterford
Early Learning:
Reading**

**Utah State Standards
English Language
Arts
for Grades K-2**

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

This document provides a detailed correlation of **Waterford Early Learning** to **Utah State Standards English Language Arts for Grades K-2**.

Correlation Description

This document aligns Utah State Standards for English Language Arts to Waterford.org's digital activities and supporting resources.

Waterford Digital Activities

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

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

Waterford Resources

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

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

Waterford Curriculum Details

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

Adaptive, Individualized Learning

Tailored instruction enables students to progress through the sequence at their own pace, offering multiple opportunities for practice as needed and more challenging activities when students are ready. This adaptation is automatic within the learning sequence. More information on the adaptive learning sequence can be found in [→Waterford's Adaptive Learning Path in Action](#) video.

Data-Informed Instruction

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

Research-Driven Development

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

Reading Sequence

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

Math and Science Sequence

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

SmartStart Sequence

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

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Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
KINDERGARTEN		
Strand 1: SPEAKING AND LISTENING (K.SL)		
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.		
Standard K.SL.1: Participate in a range of conversations with peers and adults, using age-appropriate vocabulary on topics and texts. K.SL.1.a. Follow agreed-upon rules for discussions such as listening to others, raising hands, and taking turns speaking during discussion.	<ul style="list-style-type: none"> Waterford contains many activities that can be used to integrate speaking and listening into the classroom. 	<ul style="list-style-type: none"> Speaking and listening.pdf: Follow agreed-upon rules for discussions.
K.SL.1.b. Continue a conversation through multiple exchanges and gain attention appropriately.		<ul style="list-style-type: none"> Conversation building.pdf: Continue a conversation through multiple exchanges. Speaking and Listening - Taking Turns
K.SL.1.c. Express own ideas in small and large groups.	<ul style="list-style-type: none"> Waterford contains many activities that can be used to integrate speaking and listening into the classroom. 	
Standard K.SL.2: Speak clearly and audibly while expressing thoughts, emotions, and ideas.		<ul style="list-style-type: none"> Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.
Standard K.SL.3: Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting and use visual displays, when appropriate, to describe information to others.	<ul style="list-style-type: none"> Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly. 	<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.

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (K.R)		
Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade-level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.		
Standard K.R.1: Mastered in preschool.		
Standard K.R.2: Demonstrate mastery of age-appropriate phonological awareness skills. K.R.2.a. Blend and segment words at the syllable level.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Syllable Deletion With Compound Words • Blend Spoken Syllables 	<ul style="list-style-type: none"> • Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.
K.R.2.b. Identify the initial, medial, and final sound in 2-3 phoneme words.	<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/). • Middle Sound Sorting.pdf
K.R.2.c. Substitute and delete one base part in a compound word.	<ul style="list-style-type: none"> • Song: Compound Words • Compound Words 	
K.R.2.d. Pronounce, blend, and segment phonemes in 2-3 phoneme words except for CVC words ending with /l/, /r/, or /k/ /s/ for the letter x.	<ul style="list-style-type: none"> • Blend Every Sound (Phonemes) • Blend Phonemes • Phoneme Segmentation • Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? • Stick 'n' Spell 	<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/).

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (K.R) <i>continued</i>		
Standard K.R.3: Demonstrate mastery of age-appropriate phonics skills. K.R.3.a. Demonstrate mastery of all consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound? 	
K.R.3.b. Demonstrate mastery of short vowel sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) in isolation and in VC and CVC words in single-syllable words.	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald • Has Some Vowels • Sound Song • Identify Short and Long Vowel Sounds • Letter Sound • Name That Letter Sound • Build CVC Words 	<ul style="list-style-type: none"> • Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels. • Blending Bingo.pdf
K.R.3.c. Demonstrate mastery of long vowel sounds (/ā/, /ē/, /ī/, /ō/, /ū/) associated with single letters; open syllables in single-syllable words (e.g., be, I, no).	<ul style="list-style-type: none"> • Sound Song • Identify Short and Long Vowel Sounds • Sound Room • Letter Sound • Power Word 	<ul style="list-style-type: none"> • Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.
K.R.3.d. Demonstrate mastery of segmenting and blending sounds in VC and CVC words when reading.	<ul style="list-style-type: none"> • Read With Me Books • Early Readable Books • Sing a Rhyme (See titles at the end of document.)	

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (K.R) <i>continued</i>		
K.R.3.e. Read and spell common irregular words.	<ul style="list-style-type: none"> • Read With Me Books • Early Readable Books • Sing a Rhyme (See titles at the end of document.) • Word Mastery • Power Word 	
Standard K.R.4: Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable 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.
Standard K.R.5: With prompting and support, ask and answer questions about key details in a text. (RL & RI)	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles as end of document.) • Describe Characters • Find an Answer • Sum Up: Five Ws • Look at Details • Build Knowledge 	<ul style="list-style-type: none"> • Key details Narrative.pdf: With prompting and support, ask and answer questions about key details in a text. 49 stories with discussion questions to build comprehension • Key details Informational.pdf: With prompting and support, ask and answer questions about key details in a text.
Standard K.R.6: Retell familiar stories. (RL) Share key details from a text. (RI)	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next? 	<ul style="list-style-type: none"> • Story retelling.pdf: With prompting and support, retell familiar stories, including key details. 11 stories with discussion ideas to build comprehension

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (K.R) <i>continued</i>		
Standard K.R.7: Identify the characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Look at Details • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story. 21 stories with suggested discussions to identify characters, settings, or major events
Standard K.R.8: Ask and answer questions about unknown words in a text. (RL & RI)	<ul style="list-style-type: none"> • Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration. 	<ul style="list-style-type: none"> • Unknown Words.pdf: Ask and answer questions about unknown words in a text.
Standard K.R.9: Determine or clarify the meaning of multiple-meaning words and phrases in context. (RL & RI)		<ul style="list-style-type: none"> • Identify New Meanings for Words.pdf: Identify new meanings for familiar words and apply them accurately.
Standard K.R.10: Begins in grade 1.		
Standard K.R.11: Begins in grade 4.		
Standard K.R.12: Begins in grade 2.		
Standard K.R.13: Begins in grade 2.		
Standard K.R.14: Begins in grade 2.		

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 3: WRITING (K.W)		
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.		
Standard K.W.1: Use a combination of drawing and writing to compose opinion pieces that provide a topic and an opinion. K.W.1.a. Write, produce, and expand a complete sentence.	<ul style="list-style-type: none"> Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. Sentences Nouns Verbs Adjectives 	<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...). Complete sentences.pdf: Produce and expand complete sentences in shared language activities.
K.W.1.b. Use appropriate capitalization and end punctuation.	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Name That Sentence Mark 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. Punctuation.pdf: Recognize and name end punctuation
Standard K.W.2: Use a combination of drawing and writing to compose informative/explanatory pieces and provide information about the topic. K.W.2.a. Write, produce, and expand a complete sentence.	<ul style="list-style-type: none"> Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. Sentences Nouns Verbs Adjectives 	<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. Complete sentences.pdf: Produce and expand complete sentences in shared language activities.
K.W.2.b. Use appropriate capitalization and end punctuation.	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Name That Sentence Mark 	<ul style="list-style-type: none"> Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. Punctuation.pdf: Recognize and name end punctuation

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 3: WRITING (K.W) <i>continue</i>		
Standard K.W.3: Use a combination of drawing and writing to compose narrative pieces about an event. Provide details about the event in the appropriate sequence and a reaction to what happened. K.W.3.a. Write, produce, and expand a complete sentence.	<ul style="list-style-type: none"> • Sentences • Nouns • Verbs • Adjectives • Prewrite 	<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. • Complete sentences.pdf: Produce and expand complete sentences in shared language activities. • Sequence Organizer.pdf
K.W.3.b. Use appropriate capitalization and end punctuation.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Name That Sentence Mark 	<ul style="list-style-type: none"> • Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I. • Punctuation.pdf: Recognize and name end punctuation
Standard K.W.4: Participate in shared writing projects. K.W.4.a. Recall information from experiences or learned information.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<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). • Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.
K.W.4.b. Interact and collaborate with others throughout the writing process.	<ul style="list-style-type: none"> • Edit • Revise 	<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).
Standard K.W.5: Legibly write all upper- and lowercase manuscript letters.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
GRADE 1		
Strand 1: SPEAKING AND LISTENING (1.SL)		
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.		
Standard 1.SL.1: Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts. 1.SL.1.a. Continue a conversation through multiple exchanges while using appropriate tone and body language.		<ul style="list-style-type: none"> • Class discussion.pdf: Follow agreed-upon rules for discussions. • Conversation building.pdf: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
1.SL.1.b. Express own ideas clearly in small and large groups and build on others' ideas.		<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.
Standard 1.SL.2: Speak clearly and audibly while expressing thoughts, emotions, and ideas while asking and answering questions.		<ul style="list-style-type: none"> • Use Relevant Details to Express Ideas and Feelings.pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Standard 1.SL.3: Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting and use visual displays, when appropriate, to describe or clarify information to others.	<ul style="list-style-type: none"> • Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. 	

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (1.R)		
Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade-level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.		
Standard 1.R.1: Mastered in preschool.		
Standard 1.R.2: Demonstrate mastery of age-appropriate phonological awareness skills. 1.R.2.a. Add, delete, and substitute initial and final phonemes in single-syllable words including blends.	<ul style="list-style-type: none"> • Song: Blends: Consonants Together • Blend Phonemes • Blend Decodable Words • Blending • Blend Every Sound (Phonemes) • Find the Picture • Blending Dragon • Phoneme Substitution • Barnyard Bash • Circus Clown Climbers 	<ul style="list-style-type: none"> • Form Words by Blending Sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.
1.R.2.b. Isolate, pronounce, blend, and segment sounds in 4-5 phoneme words, including blends.	<ul style="list-style-type: none"> • Phoneme Segmentation • Stick 'n' Spell • Blending Dragon • Segment Onset/Rime 	<ul style="list-style-type: none"> • Segmenting Words into Phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.
1.R.2.c. Distinguish long and short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Songs: Old MacDonald Has Some Vowels; Apples and Bananas • Identify Short and Long Vowel Sounds 	<ul style="list-style-type: none"> • Long vs. Short Vowel Sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words.

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (1.R) <i>continued</i>		
Standard 1.R.3: Demonstrate mastery of age-appropriate phonics skills. 1.R.3.a. With prompting and support, identify and begin using consonant and vowel y while reading (i.e., consonant sound: /y/ as in yes, vowel sound: final sound /i/ as in fly, final sound /ē/ as in baby, and medial sound /i/ in gym.	<ul style="list-style-type: none"> • Songs: Blicky Licky Land • Letter Sounds • Word Blending: Lesson 25 	
1.R.3.b. With prompting and support, identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le).	<ul style="list-style-type: none"> • Decode Using the Six Syllable Types • Spell Using the Six Syllable Types 	
1.R.3.c. Demonstrate mastery of the hard and soft sounds of c and g.	<ul style="list-style-type: none"> • Songs: C and G • Books: At Camp; Go, Grasshopper 	
1.R.3.d. Blend words with 4-5 phonemes when reading.	<ul style="list-style-type: none"> • Blend Every Sound 	
1.R.3.e. Decode two-syllable words by breaking the words into syllables (i.e., open, closed, VCe).	<ul style="list-style-type: none"> • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • 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.
1.R.3.f. Read and spell words with common consonant digraphs (i.e., sh, ch, wh, th, ng).	<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.
1.R.3.g. Read age-appropriate compound words.	<ul style="list-style-type: none"> • Song: Compound Words • Compound Words 	

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (1.R) <i>continued</i>		
1.R.3.h. Read words with inflectional endings (i.e., -s, -ed, -ing, -er, -est).	<ul style="list-style-type: none"> • Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare; The Three Sounds of E-D • Suffixes • Comparatives 	<ul style="list-style-type: none"> • Inflectional Endings.pdf: Read words with inflectional endings.
1.R.3.i. Read and spell common irregular words.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales (See titles at end of document.) • Word Mastery • Power Word 	<ul style="list-style-type: none"> • Irregularly Spelled Words.pdf: Recognize and read grade-appropriate irregularly spelled words.
Standard 1.R.4: Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)	<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"> • Group reading activities.pdf: Actively engage in group reading activities with purpose and understanding. • Reading Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Standard 1.R.5: Ask and Answer questions about key details in a text. (RL & RI)	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Key Details Narrative.pdf: Ask and answer questions about key details in a text. • Key Details Informational.pdf: Ask and answer questions about key details in a text.
Standard 1.R.6: Read a variety of texts including those from diverse cultures to identify and retell the main idea and key details of a text. (RL & RI)	<ul style="list-style-type: none"> • Traditional Tales • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Key Details Narrative.pdf: Ask and answer questions about key details in a text. • Key Details Informational.pdf: Ask and answer questions about key details in a text.
Standard 1.R.7: Describe characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.) • Describe Characters • Sum Up: Remember Order • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Describe the Story 2.pdf: Describe characters, settings, and major events in a story, using key details.

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (1.R) <i>continued</i>		
Standard 1.R.8: Identify specific words and phrases that express emotion, appeal to the senses, and/or determine the meaning of content-specific words within a text. (RL & RI)	<ul style="list-style-type: none"> • Traditional Tales • Informational Books (See titles at end of document.)	<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.
Standard 1.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI) 1.R.9.a. Begin using sentence-level context as a clue to the meaning of a word.	<ul style="list-style-type: none"> • Rusty and Rosy's Clues • Look for a Clue 	<ul style="list-style-type: none"> • Identifying Meaning of Words and Phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.
1.R.9.b. Identify frequently occurring root words and their inflectional forms.	<ul style="list-style-type: none"> • Song: Large, Larger, Largest; Put it at the End • Prefixes • Suffixes 	<ul style="list-style-type: none"> • Frequently Occurring Root Words.pdf: Identify frequently occurring root words and their inflectional forms. • Word Builders.pdf
Standard 1.R.10: Identify a variety of texts and explain the differences between literary texts and informational texts. (RL & RI)	<ul style="list-style-type: none"> • Readable Books • 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.
Standard 1.R.11: Begins in grade 4.		
Standard 1.R.12: Begins in grade 2.		
Standard 1.R.13: Begins in grade 2.		
Standard 1.R.14: Begins in grade 2.		

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 3: WRITING (1.W)		
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.		
Standard 1.W.1: Write opinion pieces that introduce the topic, state and opinion, supply evidence for the opinion and provide a concluding statement. 1.W.1.a. Write, produce, and expand complete simple sentences.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Name That Sentence Mark • Nouns • Verbs • Adjectives • Prewrite 	<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.
1.W.1.b. Use appropriate conventions when writing.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Name That Sentence Mark 	
Standard 1.W.2: Write informative/explanatory pieces that introduce a topic, supply facts about the topic, and provide a concluding statement. 1.W.2.a. Write, produce, and expand complete simple sentences.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Name That Sentence Mark • Nouns • Verbs • Adjectives • Prewrite 	<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.
1.W.2.b. Use appropriate conventions when writing.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Name That Sentence Mark 	

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 3: WRITING (1.W) <i>continued</i>		
Standard 1.W.3: Write narrative pieces that retell two or more events. Provide details regarding the events using temporal words in sequential order and provide a concluding statement. 1.W.3.a. Write, produce, and expand complete simple sentences.	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Name That Sentence Mark Nouns Verbs Adjectives Prewrite 	<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.
1.W.3.b. Use appropriate conventions when writing.	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Name That Sentence Mark 	
Standard 1.W.4: Participate in shared research and writing projects. 1.W.4.a. Recall information from experiences or learned information.	<ul style="list-style-type: none"> Build Knowledge 	<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). Ask and Answer Questions.pdf
1.W.4.b. Interact and collaborate with others throughout the writing process.		<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).
Standard 1.W.5: Legibly write all upper- and lowercase manuscript letters.	<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.

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
GRADE 2		
Strand 1: SPEAKING AND LISTENING (2.SL)		
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.		
Standard 2.SL.1: Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts. 2.SL.1.a. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.		<ul style="list-style-type: none"> • Class Discussion.pdf: Follow agreed-upon rules for discussions. • Conversation Building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others.
2.SL.1.b. Seek other's opinions or thoughts and identify other's perspectives.		<ul style="list-style-type: none"> • Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Standard 2.SL.2: Speak clearly and audibly while asking and answering questions about a topic and key details.		<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.
Standard 2.SL.3: Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting. 2.SL.3.a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.	<ul style="list-style-type: none"> • Nouns • Verbs • Irregular Verbs 	<ul style="list-style-type: none"> • Storytelling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Forming Complete Sentences.pdf: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (2.R)		
Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade-level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.		
Standard 2.R.1: Mastered in preschool.		
Standard 2.R.2: Demonstrate mastery of age-appropriate phonological awareness skills. 2.R.2.a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends.	<ul style="list-style-type: none"> Phoneme Substitution One, Two, Three Sounds Phoneme Eliminator 	<ul style="list-style-type: none"> Segmenting Words.pdf
2.R.2.b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words.	<ul style="list-style-type: none"> Phoneme Eliminator 	<ul style="list-style-type: none"> Spelling-sound Correspondences.pdf
Standard 2.R.3: Demonstrate mastery of age-appropriate phonics skills. 2.R.3.a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.	<ul style="list-style-type: none"> Six Syllable Types Decode Using the Six Syllable Types Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) Decode Open Syllable Words Decode Open & Closed Syllable Words 	<ul style="list-style-type: none"> Relationship of Vowel to Syllable.pdf Two-syllable Letter Patterns.pdf
2.R.3.b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.	<ul style="list-style-type: none"> Schwa Sound Decode Using the Six Syllable Types Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) 	

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (2.R) <i>continued</i>		
2.R.3.c. Blend words with 5-6 phonemes when reading.	<ul style="list-style-type: none"> Blend Phonemes 	<ul style="list-style-type: none"> Words with Blends and Digraphs.pdf
2.R.3.d. Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> Songs: Put It at the Front; Put It at the End; Let's Compare Prefixes Suffixes Comparatives 	<ul style="list-style-type: none"> Prefix and Suffix.pdf: Decode words with common prefixes and suffixes.
2.R.3.e. Read and spell age-appropriate compound words.	<ul style="list-style-type: none"> Compound Words 	
2.R.3.f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).	<ul style="list-style-type: none"> Word Blending: Word Pattern Spelling: 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs. Digraph Cards.pdf
2.R.3.g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).	<ul style="list-style-type: none"> Word Blending: Word Pattern Spelling: 	
2.R.3.h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm-, -mb, gh-, and wr-.	<ul style="list-style-type: none"> Songs: C and G; Silent Letters Power Word 	<ul style="list-style-type: none"> Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words.
2.R.3.i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).	<ul style="list-style-type: none"> Songs: Vowels Side by Side; Eensy, Weensy Mouse Build Vowel Team Syllable Words Vowel Teams: 	<ul style="list-style-type: none"> Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.
2.R.3.j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).	<ul style="list-style-type: none"> Spell and Blend: Lesson 19 All-star Spelling Post-Assessment: Lesson 19 	

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (2.R) <i>continued</i>		
2.R.3.k. Read and spell common irregular words.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Word • Irregular Plurals • Irregular Verbs 	<ul style="list-style-type: none"> • Irregularly Spelled Words.pdf: Recognize and read appropriate irregularly spelled words. • Past Tense Irregular Verbs.pdf
Standard 2.R.4: Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Fluency: Comprehension Check 	<ul style="list-style-type: none"> • Reading Check.pdf: Read on-level text with purpose and understanding. • Fluency Check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Standard 2.R.5: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • Map the Story • Reading Detective 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 52 Online books to practice strategies for understanding.
Standard 2.R.6: Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Build Knowledge • Map the Story • Reading Detective 	<ul style="list-style-type: none"> • Reading Check.pdf: Read on-level text with purpose and understanding. 30 Online books with Comprehension Discussion Activities

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (2.R) <i>continued</i>		
<p>Standard 2.R.7: Describe how characters respond to major events and challenges. (RL).</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI)</p>	<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 Describe Characters Compare Characters 	<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. 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.
<p>Standard 2.R.8: Explain how specific words and phrases express emotion, appeal to the senses, or determine the meaning of content-specific words within a text. (RL & RI)</p>		
<p>Standard 2.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)</p> <p>2.R.9.a. Use sentence-level context as a clue to the meaning of a word.</p>	<ul style="list-style-type: none"> Song: Look For a Clue Rusty and Rosy's Clues Vocabulary 	<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. Sentence Level Context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.
<p>2.R.9.b. Determine the meaning of a new word when a known prefix or root is used.</p>	<ul style="list-style-type: none"> Song: Put It at the Front Prefixes 	<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. 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.

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 2: READING (2.R) <i>continued</i>		
2.R.9.c. Predict the meaning of compound words using knowledge of the meaning of the individual words.	<ul style="list-style-type: none"> Songs: Compound Words; Key Words Compound Words 	<ul style="list-style-type: none"> Combining Known Individual Words.pdf: Use knowledge of the meaning of individual words to predict the meaning of compound words.
2.R.9.d. Use glossaries and dictionaries to determine 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.
Standard 2.R.10: Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)	<ul style="list-style-type: none"> Traditional Tales Informational Books (See titles at end of document.) Sum Up, Remember Order: 	<ul style="list-style-type: none"> Finding Key Information.pdf
Standard 2.R.11: Begins in Grade 4.		
Standard 2.R.12: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)	<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.
Standard 2.R.13: Not applicable for RL. Explain how specific points an author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Supporting Ideas with Reason.pdf: Describe how reasons support specific points the author makes in a text.
Standard 2.R.14: Compare two or more versions of the same text from different cultures and the most important points presented by two texts on the same topic. (RL & RI)	<ul style="list-style-type: none"> Read-Along Books Traditional Tales (See titles at end of document.) Compare Characters 	<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.

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 3: WRITING (2.W)		
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.		
Standard 2.W.1: Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement. 2.W.1.a. Write, produce, expand, and rearrange complete simple and compound sentences.	<ul style="list-style-type: none"> • Prewrite: • Revise: • First, Next, and Last 	<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. • Simple and Compound Sentences.pdf
2.W.1.b. Use appropriate conventions when writing.	<ul style="list-style-type: none"> • Songs: Strange Spelling; What is a Sentence? • Nouns • Plural Nouns • Irregular Plurals • Verbs • Irregular Verbs • Adjectives • Adverbs • Edit 	<ul style="list-style-type: none"> • Irregular Plural Nouns.pdf • Past Tense Irregular Verbs.pdf • Capitalization.pdf • Be a Bold Writer.pdf
Standard 2.W.2: Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement. 2.W.2.a. Write, produce, expand, and rearrange complete simple and compound sentences.	<ul style="list-style-type: none"> • Prewrite: • First Draft • Revise: 	<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. • The Writing Process.pdf

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 3: WRITING (2.W) <i>continued</i>		
2.W.2.b. Use appropriate conventions when writing.	<ul style="list-style-type: none"> • Songs: Strange Spelling; What is a Sentence? • Nouns • Plural Nouns • Irregular Plurals • Verbs • Irregular Verbs • Adjectives • Adverbs • Edit 	<ul style="list-style-type: none"> • Capitalization.pdf • Be a Bold Writer.pdf • Irregular Plural Nouns.pdf • Past Tense Irregular Verbs.pdf
<p>Standard 2.W.3: Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, and emotions using temporal words in sequential order; and provide a concluding statement.</p> <p>2.W.3.a. Write, produce, expand, and rearrange complete simple and compound sentences.</p>	<ul style="list-style-type: none"> • Prewrite: • First Draft • Edit • Revise: 	<ul style="list-style-type: none"> • The Writing Process.pdf • 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.
2.W.3.b. Use appropriate conventions when writing.	<ul style="list-style-type: none"> • Songs: Strange Spelling; What is a Sentence? • Nouns • Plural Nouns • Irregular Plurals • Verbs • Irregular Verbs • Adjectives • Adverbs • Edit 	<ul style="list-style-type: none"> • Capitalization.pdf • Be a Bold Writer.pdf

Utah ELA State Standards	Waterford Digital Activities	Waterford Resources
Strand 3: WRITING (2.W) <i>continued</i>		
Standard 2.W.4: Participate in shared research and writing projects on a topic. 2.W.4.a. Recall and gather information from provided sources to answer a question about the topic.		<ul style="list-style-type: none"> • Collaborative Writing.pdf: Participate in shared research and writing projects. • Recalling Information.pdf: Recall information from experiences or gather information from provided sources to answer a question. • Gather Additional Information Through Questions.pdf
2.W.4.b. Interact and collaborate with others throughout the writing process.	<ul style="list-style-type: none"> • Prewrite: • First Draft • Edit • Revise: 	<ul style="list-style-type: none"> • Collaborative Writing.pdf Participate in shared research and writing projects.
Standard 2.W.5: Fluently write all upper- and lowercase manuscript letters.	<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.

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 / My Dinosaur / 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

Early Readable Books

At Bat / The Map / Rad Dad / My Tam-Tam / Go, Cam! / Pop / The Hot Pot / A Kit for the Pit / Big Dog Dot / A Big Win / I See You

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

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? / Dev 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? / 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? / Dev 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

Informational Books

The Piñata Book / Discovering Dinosaurs / Treasures from the Loom / The Courage to Learn / Bee's Secret / Sound / White-tailed Deer / 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

Readable Story Sentences

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.](#)

Research-Driven Development

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

Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at [→mentor.waterford.org](https://www.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 / 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 Has Some 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 / Charley Chick / Adjectives Describe / Lazy Letter Q / Nouns / Verbs / Adverbs / Irregular Verbs

/ Preposition Cat / Verbs that Link / Consonants / Pronouns, Sneaky Magic E / Silent Letters—G-H / Silent Letters—W / Drop Magic E / Bossy Mr. R / P-H and G-H Say Fff / Schwa Sound / Double the Fun / Strange Spelling / More Than One / Reading Detective—Peek at the Story

Many of these songs are available on the [→Waterford.org YouTube channel](https://www.waterford.org).

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).