Curriculum
Correlation August 2025

100%
Correlation

**Waterford
Early Learning:
Reading**

**GEORGIA ENGLISH
LANGUAGE ARTS
STANDARDS 2025
for Kindergarten, 1st
and 2nd Grade**

Correlation content includes a sampling of Waterford Digital Activities and Resources

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This document provides a detailed correlation of **Waterford Early Learning** to **GEORGIA'S ENGLISH LANGUAGE ARTS STANDARDS 2025.**

Correlation Description

This document aligns GEORGIA'S ENGLISH LANGUAGE ARTS STANDARDS 2025 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.

- **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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English Language Arts

GEORGIA ENGLISH LANGUAGE ARTS STANDARDS 2025

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Georgia Standards	Waterford Digital Activities	Waterford Resources
Kindergarten		
DOMAIN: Foundations (F): Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.		
I. BIG IDEA: Phonological Awareness (PA): Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.		
STANDARD K.F.PA.1: Rhyme: Identify and produce rhyme in spoken language and oral texts.		
K.F.PA.1.a Identify and pair words that rhyme in spoken language and text, distinguishing them from those that do not.	• Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Rhyme With Me • One Doesn't Rhyme	• Rhyming Words
K.F.PA.1.b Orally produce words that rhyme.	• Rhyming Words • Rhyme • Rhyme With Me	• Rhyming Words
STANDARD K.F.PA.2: Words & Sentences: Recognize the basic relationships that exist between words and sentences.		
K.F.PA.2.a Know words are put together to make sentences, and sentences communicate complete thoughts.	• Songs: What Is a Sentence? • Sentences • Print Concepts	
K.F.PA.2.b Segment phrases and sentences into words.	• Segment Spoken Sentences	
K.F.PA.2.c Know that sounds are put together to make words and that words have distinct meanings.	• Letters Make Words	• Recognizing Written Words

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.F.PA.3: Compound Words: Identify and manipulate separate words in compound words		
K.F.PA.3.a Blend and segment separate words in spoken compound words.	• Songs: Compound Words • Syllable Deletion with Compound Words	
K.F.PA.3.b Add, delete, and substitute single words in spoken compound words.	• Songs: Compound Words • Syllable Deletion with Compound Words	
STANDARD K.F.PA.4: Syllables: Identify and manipulate syllables in spoken words.		
K.F.PA.4.a Know that syllables are word parts with one vowel sound.	• Syllables • Syllable Safari	
K.F.PA.4.b Count and pronounce syllables in single and multisyllabic spoken words.	• Syllables • Syllable Safari	• Segmenting Syllables
K.F.PA.4.c Blend and segment syllables in spoken words.	• Blend Spoken Syllables • Syllables • Syllable Safari	• Segmenting Syllables
K.F.PA.4.d Delete syllables in spoken words.	• Syllable Deletion with Compound Words	
STANDARD K.F.PA.5: Onsets & Rimes: Blend and segment onsets and rimes in spoken words.		
K.F.PA.5.a Blend onsets and rimes of spoken one-syllable words.	• Blend Onset/Rime Sounds • Blending Riddles	• Single Syllable Letter Patterns
K.F.PA.5.b Segment onsets and rimes of spoken one-syllable words.	• Segment Onset/Rime	• Single Syllable Letter Patterns

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.F.PA.6: Phonemic Awareness: Identify and manipulate the individual sounds in spoken words.		
K.F.PA.6.a Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes.	• Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound?	• Segmenting Words
K.F.PA.6.b Identify short and long vowel sounds in spoken one-syllable words.	• Songs: Old MacDonald Has Some Vowels; Apples and Bananas • Identify Short and Long Vowel Sounds	
K.F.PA.6.c Blend, count, and segment up to three phonemes in spoken one-syllable words.	• Blend Every Sound (Phonemes) • Blend Individual Phonemes • Phoneme Segmentation	• Single Syllable Letter Patterns • Form Words by Blending Sounds
K.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes.	• Barnyard Bash • Phoneme Substitution	
II. BIG IDEA: Concepts of Print (CP): Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.		
STANDARD K.F.CP.1: Conceptualizing Text: Understand that texts communicate messages		
K.F.CP.1.a Recognize that texts and images represent objects and ideas, have meaning, and convey messages.	• Letters Make Words • Words Tell About the Pictures	• Recognizing Written Words
K.F.CP.1.b Recognize and interpret print messages in the environment, such as labels and signs.	• Songs: Words in your World	
K.F.CP.1.c Distinguish between letters, words, digits, and graphics.	• Distinguish Letters • Letters Make Words	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.F.CP.2: Book Orientation & Directionality of Print Texts: Understand the conventional layout of books and how to maneuver them.		
K.F.CP.2.a Hold books upright and begin reading at the front.	• Print Concepts	• Parts Of A Book
K.F.CP.2.b Follow text from top to bottom, left to right, and turn pages from right to left.	• Print Concepts	• Following Words
K.F.CP.2.c Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics.	• Print Concepts	• Parts Of A Book
STANDARD K.F.CP.3: Mechanics of Print Texts: Build a knowledge base of print conventions.		
K.F.CP.3.a Recognize that written words are made up of individual letters.	• Letters Make Words	• Recognizing Written Words
K.F.CP.3.b Recognize that words are separated by spaces.	• Print Concepts	• Understanding Spaces In Print
K.F.CP.3.c Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence.	• Songs: What Is a Sentence?	• Capitalization
STANDARD K.F.CP.4: Alphabet Knowledge: Demonstrate knowledge of the alphabet.		
K.F.CP.4.a Recite the letters of the alphabet in order.	• ABC Songs • Letters Introduction	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.F.CP.4: Alphabet Knowledge: Demonstrate knowledge of the alphabet *continued*.		
K.F.CP.4.b Name and identify each uppercase and lowercase letter in random order.	• ABC Songs • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter	• [Upper and Lowercase Letters](#)
III. BIG IDEA: Phonics (P): Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.		
STANDARD K.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.		
K.F.P.1.a Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant.	• Sound Songs • Letter Sound Screening • Name That Letter Sound	
K.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U.	• Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Sound Songs • Letter Sound • Name That Letter Sound	• [Major Vowels](#)
STANDARD K.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.		
K.F.P.2.a Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC).	• Blend Decodable Words • Blend Every Sound • Word Blending • Word Pattern Introduction	
K.F.P.2.b Identify and decode parts of irregularly spelled high-frequency words.	• Power Word • Word Blending • Word Pattern Introduction	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation *continued*.		
K.F.P.2.c This progression begins in 1st grade.		
K.F.P.2.d This progression begins in 1st grade.		
K.F.P.2.e Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ.	• Letter Sound • Letter Sound Screening • Name That Letter Sound • Barnyard Bash	
STANDARD K.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.		
K.F.P.3.a Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV, CVC).	• Sound Songs • Letter Trace • Name That Letter Sound • Spell and Blend • Build CVC Words	• Simple Phonetic Spelling
K.F.P.3.b Identify and encode irregularly spelled high frequency words.	• Spell and Blend • Say and Trace • Power Word	
K.F.P.3.c This progression begins in 1st grade.		
K.F.P.3.d This progression begins in 1st grade.		
K.F.P.4 Decoding & Encoding with Phonics This progression begins in 3rd grade.		

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Georgia Standards	Waterford Digital Activities	Waterford Resources
IV. BIG IDEA: Fluency: Students read text aloud or silently with speed, accuracy, and expression.		
STANDARD K.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
K.F.F.1.a Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words in isolation and context with increasing automaticity, including first and last names of students and others.	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Word	
K.F.F.1.b Read familiar texts chorally with appropriate volume and rate.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	• Reading Check
K.F.F.1.c Read grade-level texts with purpose and understanding.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	• Reading Check
K.F.F.1.d This progression begins in 1st grade.		
V. BIG IDEA: Handwriting (H): Students develop print handwriting skills.		
STANDARD K.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.		
K.F.H.1.a Form all uppercase and lowercase letters.	• Letter Pictures • Letter Trace • Letter Introduction • Name Game	• Printing Upper and Lowercase

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print *continued*.		
K.F.H.1.b Form words, including first and last names.	• Name Game • Say and Trace • Letter Trace	
K.F.H.1.c Use appropriate spacing between letters, words, and sentences.	• Print Concepts	• Understanding Spaces In Print
STANDARD K-2.F.H.2: Transcription & Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
K.F.H.2.a Practice basic transcription skills.	• Letter Trace • Say and Trace	• Simple Phonetic Spelling
K.F.H.2.b Begin building handwriting fluency by forming accurate letters, including those in first and last names.	• Letter Trace	• Printing Upper and Lowercase
DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.		
I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC): Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.		
STANDARD K.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
K.P.EICC.1.a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		• Goal Setting

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts *continued*.		
K.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		• Speaking To Express Ideas • Conversation Building
K.P.EICC.1.c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Prewrite	• Conversation Building
K.P.EICC.1.d Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		• Recalling Information • Key Details Narrative • Key Details Informational
K.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		• Group Reading Activities Informational • Group Reading Activities Narrative
K.P.EICC.1.f Develop independence and autonomy as a reader and writer.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	• Group Reading Activities Informational • Group Reading Activities Narrative

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts		
K.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories.	• Prewrite	• Connect to Me
K.P.EICC.2.b Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.	• Build Knowledge • Sum Up, Remember Order	• Connections Between Events
K.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts.	• Build Knowledge • Sum Up, Remember Order	
K.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)		• Collaborative Writing • Writing With Opinions • Supporting Ideas with Reason
K.P.EICC.2.e Consume and produce texts in order to solve problems or influence decisions. (I/C)	• Informational Books (See titles at end of document.)	• Writing With Facts
STANDARD K.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.		
K.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)		• Reading Check
K.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful. (I)	• Read with Me Books • Sing a Rhyme Songs/Books Informational Books • Decodable Books (See titles at end of document.)	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process *continued*.		
K.P.EICC.3.c Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)	• Build Knowledge • Sum Up, Remember Order • Describe Characters • Find an Answer	
K.P.EICC.3.d Summarize and visualize sections of the text to maintain understanding. (I)	• Build Knowledge • Sum Up, Remember Order • Describe Characters • Find an Answer	
K.P.EICC.3.e Make and track predictions about the events and information likely to come next. (I)	• Peek at the Story • Find an Answer • Picture Clues • Check My Prediction	• [Relationship between Picture and Story](#)
K.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text. (I)	• Peek at the Story • Find an Answer • Picture Clues	• [Relating Pictures and Text](#)
K.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)	• Build Vocabulary • Power Word	
STANDARD K.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
K.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience.	• Writing Introduction • Prewrite Mapping	
K.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.	• Prewrite Mapping	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts *continued*.		
K.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.	• Read with Me Books • Sing a Rhyme Songs/Books Informational Books • Decodable Books (See titles at end of document.)	• Collaborative Writing
K.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.	• Prewrite Mapping • Prewrite Word Bank	• The Writing Process
K.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.	• First Draft	• The Writing Process
K.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.	• Revise	• The Writing Process
K.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.	• Edit	• The Writing Process
K.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.	• Edit	

Georgia Standards	Waterford Digital Activities	Waterford Resources
K.P.ST II. BIG IDEA: Situating Texts Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.		
STANDARD K.P.ST.1 Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts		
K.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.	• Build Knowledge	
K.P.ST.1.b Consider how context impacts the purposes of the author and the audience.		• Identifying the Author and Illustrator
K.P.ST.1.c Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.		• Supporting Ideas with Reason
STANDARD K.P.ST.2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.		
K.P.ST.2.a Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.	• Read with Me Books • Sing a Rhyme Songs/Books Informational Books • Decodable Books (See titles at end of document.) • Build Knowledge	• Supporting Ideas with Reason
K.P.ST.2.b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.	• Read with Me Books • Sing a Rhyme Songs/Books Informational Books • Decodable Books (See titles at end of document.) • Build Knowledge	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.P.ST.2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose *continued***.**		
K.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.	• Read with Me Books • Sing a Rhyme Songs/Books Informational Books • Decodable Books (See titles at end of document.) • Build Knowledge	
K.P.AC III. BIG IDEA: Author's Craft Students apply knowledge of author's craft to enhance the interpretation and construction of texts.		
STANDARD K.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
K.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.		• Indentify Story Elements • Story Map • Seeing Fingers
K.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.	• Building Vocabulary	
K.P.AC.1.c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.	• Songs: What is a Sentence? • Sentence Marks • Sentences	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text *continued*.		
K.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.	• Read with Me Books • Sing a Rhyme Songs/Books Informational Books • Decodable Books (See titles at end of document.)	
STANDARD K.P.AC.2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
K.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.		• Indentify Story Elements • Story Map
K.P.AC.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.	• Prewrite: Word Bank	
K.P.AC.2.c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.	• Songs: What is a Sentence? • Sentence Marks • Sentences	
K.P.AC.2.d Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.	• Prewrite Mapping • Prewrite Word Bank	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
K.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.	• Read with Me Books • Informational Books • Decodable Books (See titles at end of document.)	
K.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.		• [Key Details Informational](#)
K.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.	• Informational Books • Decodable Books (See titles at end of document.)	
K.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.	• IInformational Books • Decodable Books (See titles at end of document.)	
K.P.CP IV. BIG IDEA: Collaboration & Presentation Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.		
STANDARD K.P.CP.1 Collaboration Collaborate with others to accomplish shared goals and projects.		
K.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.		• [Collaborative Writing](#)
K.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.		• [Class Discussion](#) • [Ask Questions](#)

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.P.CP.1 Collaboration Collaborate with others to accomplish shared goals and projects *continued*.		
K.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		• Class Discussion • Ask Questions
K.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.		• Group Reading Activities Informational • Supporting Ideas with Reason
STANDARD K.P.CP.2 Presentation Use presentation skills to tailor communication to target audiences for specific purposes.		
K.P.CP.2.a Communicate clearly to present ideas, information, and texts.		• Class Discussion • Ask Questions
K.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.	• Books: Poetry Book 1; Poetry Book 2 Read with Me Books • Informational Books • Decodable Books (See titles at end of document.)	
K.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.	• Books: Poetry Book 1; Poetry Book 2 • Expression	
K.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.	• Ask a Question	
K.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.	• Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme	

Georgia Standards	Waterford Digital Activities	Waterford Resources
DOMAIN: Language (L): Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writng. Students build vocabularies and determine word meanings as they relate to reading and writing.		
I. BIG IDEA: Grammar Conventions (GC): Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
STANDARD K.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
K.L.GC.1.1 Usage: Use nouns and verbs to share complete thoughts when speaking. (Introduce, Master)	• Songs: More Than One; Nouns; What Is a Sentence? • Nouns • Plural Nouns • Verbs	
K.L.GC.1.2 Usage: Form and use singular and plural nouns when speaking. (Introduce, Master)	• Songs: Nouns, More Than One • Nouns • Plural Nouns	• Singular and Plural Nouns
K.L.GC.1.3 Usage: Use interrogatives to ask questions when speaking. (Introduce, Master)	• Songs: What Is a Sentence? • Sentences	
K.L.GC.1.4 Mechanics: Capitalize the first word of a sentence and the pronoun I. (Introduce, Master)	• Songs: What Is a Sentence?; Capital Letters (Proper Nouns) • Sentences	• Capitalization
K.L.GC.1.5 Grammar: Form regular plural nouns by adding -s or -es. (Introduce)	• Songs: More Than One • Plural Nouns	• Singular and Plural Nouns
K.L.GC.1.6 Grammar: Form and use verbs by adding -ing, -ed, or -s. (Introduce)	• Songs: Verbs • Verbs	• Distinguish Meaning Among Verbs

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language *continued*.		
K.L.GC.1.7 Grammar: Use action verbs. (Introduce)	• Songs: Verbs • Verbs	• [Distinguish Meaning Among Verbs](#)
K.L.GC.1.8 Grammar: Use adjectives and adverbs. (Introduce)	• Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs	• [Adjectives](#)
K.L.GC.1.9 Grammar: Use common and proper nouns. (Introduce)	• Songs: Capital Letters (Proper Nouns); More Than One; • Nouns • Plural Nouns	
K.L.GC.1.10 Grammar: Form and use the simple verb tenses. (Introduce)	• Songs: Verbs; It Happened Yesterday • Verbs • Past Tense Verbs	
K.L.GC.1.11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Introduce)	• Songs: Adjectives Describe • Adjectives • Pronouns	
K.L.GC.1.12 Mechanics: Capitalize proper nouns. (Introduce)	• Songs: Capital Letters • Edit Capitals	
K.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Introduce)	• Songs: What Is a Sentence? • Sentences • Name That Sentence Mark Instruction	• [Punctuation](#)

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.L.GC.2: Syntax: Recognize and compose coherent sentences that express complete thoughts.		
K.L.GC.2.a Recognize that conventional sentences always include a subject and a predicate.	• Songs: What Is a Sentence? • Sentences	• [Complete Sentences](#)
K.L.GC.2.b With adult support, use simple sentences to express complete thoughts in written texts.	• Songs: What Is a Sentence? • Sentences	• [Complete Sentences](#)
K.L.GC.2.c With adult support, use singular and plural subjects with matching verbs.	• Songs: More Than One; Nouns; What Is a Sentence? • Nouns • Plural Nouns • Verbs	
K.L.GC.2.d This progression begins in 1st grade.		
K.L.GC.2.e This progression begins in 9th grade.		
II. BIG IDEA: Vocabulary (V): Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.		
STANDARD K.L.V.1: General, Academic, & Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.		
K.L.V.1.a Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
K.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.L.V.2: Word Analysis: Acquire and apply word analysis skills to deconstruct and construct words to make meaning.		
K.L.V.2.a This progression begins in 1st grade.		
K.L.V.2.b This progression begins in 3rd grade.		
K.L.V.2.c This progression begins in 1st grade		
K.L.V.2.d This progression begins in 6th grade.		
STANDARD K.L.V.3: Meaning & Purpose: Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
K.L.V.3.a With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	• [Identify New Meanings for Words](#)
K.L.V.3.b Identify and sort common words into basic categories based on similarities and differences.	• Sort • Make Comparisons	
K.L.V.3.c This progression begins in 1st grade.		
K.L.V.3.d This progression begins in 1st grade.		
K.L.V.3.e Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
DOMAIN: Texts (T): Students grow in their learning as they purposefully engage with texts.		
I. BIG IDEA: Context (C) : Students explore the relationships and roles of authors, purposes, and audiences of texts.		
STANDARD K.T.C.1: Purpose & Audience: Explain how authors of texts use language for a specific purpose and a target audience.		
K.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Print Concepts	• [Types Of Text](#)
K.T.C.1.b With adult support, identify different modes of communication print, digital, auditory, and visual.	• Print Concepts	
K.T.C.1.c With adult support, create texts in various modes (e.g., print, digital, auditory, and/or visual).	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
STANDARD K.T.C.2: Authors & Speakers: Investigate the relationships between authors and speakers in texts.		
K.T.C.2.a Identify the authors and illustrators of picture books and explain their roles.	• Print Concepts	• [Author and Illustrator](#)
K.T.C.2.b This progression begins in 6th grade.		
K.T.C.2.c This progression begins in 3rd grade.		
K.T.C.2.d This progression begins in 6th grade.		

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Georgia Standards	Waterford Digital Activities	Waterford Resources
II. BIG IDEA: Structures & Style (SS): Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts		
STANDARD K.T.SS.1: Organization: Identify and use organizational structures to craft meaning.		
K.T.SS.1.a Identify and use text features, including titles, headings, photos, and illustrations, to determine if a text is fiction or nonfiction.	• Informational Books • Readable Books • Read With Me Books • Read-Along Books (See titles at end of document.) • Print Concepts	
K.T.SS.1.b With adult support, use text features, including titles, illustrations, and/or labels to add clarity/coherence to texts.		• Expressing Ideas Through Pictures
K.T.SS.1.c With adult support, retell events and actions in sequence.	• Sum Up: Remember Order • What Comes Next?	• Story Retelling
K.T.SS.1.d This progression begins in 3rd grade.		
STANDARD K.T.SS.2: Craft: Identify and use descriptive and engaging language.		
K.T.SS.2.a Identify interesting and/or descriptive words that express feelings or appeal to the senses in texts.	• Songs: Adjectives Describe	• Feelings And Senses
K.T.SS.2.b With adult support, use interesting and/or descriptive words to craft engaging texts.	• Songs: Adjectives Describe	• Describing Things
K.T.SS.2.c This progression begins in 6th grade.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
III. BIG IDEA: Techniques (T): Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
STANDARD K.T.T.1: Narrative Techniques: Identify and use narrative techniques to shape understanding.		
K.T.T.1.a Identify techniques used to craft stories, including characters, setting, and major events.	• Sum Up: Five Ws • Describe Characters • Sum Up: Remember Order	• Identify Story Elements
K.T.T.1.b This progression begins in 1st grade.		
K.T.T.1.c With adult support, demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters.	• Sum Up: Remember Order • Sum Up: Five Ws	• Story Retelling
K.T.T.1.d With adult support, compare and contrast characters and their experiences in stories across diverse cultures.	• Compare Characters	• Compare and Contrast
K.T.T.1.e Use a combination of drawing, labeling, writing, and dictating* to create a text with narrative techniques (e.g., characters, setting, events) told in the order in which they occurred.		• Writing Narratives
STANDARD K.T.T.2: Expository Techniques: Identify and use expository techniques to shape understanding.		
K.T.T.2.a Identify techniques used to craft expository texts, including main topic.	• Informational Books (See titles at end of document)	• Key Details Informational
K.T.T.2.b With adult support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Making Connections • Compare Characters • Build Knowledge • Informational Books (See titles at end of document.)	• Connecting Ideas

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.T.T.2: Expository Techniques: Identify and use expository techniques to shape understanding *continued*.		
K.T.T.2.c This progression begins in 3rd grade.		
K.T.T.2.d Use a combination of drawing, labeling, writing, and dictating* to create a text with expository techniques that includes a topic and information about the topic.		• [Writing With Facts](#) • [Seeing Fingers](#)
STANDARD K.T.T.3: Opinion Techniques: Identify and use opinion techniques to shape understanding		
K.T.T.3.a Explain the difference between opinions and facts about a topic.	• Books: Creepy Crawlers and Garden Visitors	
K.T.T.3.b This progression begins in 9th grade.		
K.T.T.3.c Use a combination of drawing, labeling, writing, and dictating* to express an opinion about a topic.		• [Writing with Opinions](#)
K.T.T.3.d This progression begins in 9th grade.		
STANDARD K-2.T.T.4: Poetic Techniques: Identify and use poetic techniques to shape understanding.		
K.T.T.4.a Identify poetic techniques used to craft poetic texts, including rhyme.	• Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me • One Doesn't Rhyme	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K-2.T.T.4: Poetic Techniques: Identify and use poetic techniques to shape understanding *continued*.		
K.T.T.4.b With adult support, use poetic techniques to create poems that may or may not rhyme.	• Books: Poetry Books 1 & 2 • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me	
IV. BIG IDEA: Research & Analysis (RA); Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics		
STANDARD K.RA.1: Research & Inquiry: Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic		
K.T.RA.1.a With adult support, ask questions about topics of interest for research.	• Books: I Want to Be a Scientist Like: Jane Goodall; George Washington Carver; Wilbur and Orville Wright • Build Knowledge • Science Investigation	
K.T.RA.1.b With adult support, collaborate to conduct research on a shared topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.		• Collaborative Writing
K.T.RA.1.c With adult support, share relevant and accurate information through a variety of different modes.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Speaking To Express Ideas

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.RA.2: Curating Sources & Evidence: Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.		
K.T.RA.2.a With adult support, refer to parts of texts when supporting an idea, answer, or opinion.	• Find an Answer • Sum Up: Five Ws	• [Supporting Ideas with Reason](#)
K.T.RA.2.b With adult support, explore various sources of information, including print, digital, and personal communication.	• Build Knowledge • Science Investigation • Informational Books (See titles at end of document) • Print Concepts	• [Recalling Information](#)
K.T.RA.2.c This progression begins in 5th grade.		

FIRST GRADE

DOMAIN: Foundations (F): Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

1.F.PA I. BIG IDEA: Phonological Awareness Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

STANDARD 1.F.PA.1 Rhyme This standard only applies to kindergarten

STANDARD 1.F.PA.2 Words & Sentences This standard only applies to kindergarten.

STANDARD 1.F.PA.3 Compound Words This standard only applies to kindergarten.

STANDARD 1.F.PA.4 Syllables Identify and manipulate syllables in spoken words.

1.F.PA.4.a Reinforce as appropriate.		

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.F.PA.4 Syllables Identify and manipulate syllables in spoken words *continued*.		
1.F.PA.4.b Reinforce as appropriate.		
1.F.PA.4.c Reinforce as appropriate.		
1.F.PA.4.d Add, delete, and substitute syllables in spoken words.	• Word Construciton • Word Pattern • Compound Words • Syllable Deletion With Compound Words • Syllable Instruction • Syllable Safari	• [Two Syllable Letter Patterns](#)
STANDARD 1.F.PA.5 Onsets & Rimes Blend and segment onsets and rimes in spoken words.		
1.F.PA.5.a Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	• Word Blending • Say and Trace • Blending • Blending Riddles • Blend Every Sound • Blending Dragon • Blending Phonemes	
1.F.PA.5.b Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	• Where Is the Sound? • Phoneme Segmentation	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.F.PA.6 Phonemic Awareness Identify and manipulate the individual sounds in spoken words.		
1.F.PA.6.a Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends.	• Where Is the Sound? • Phoneme Segmentation • Phoneme Segmentation • Barnyard Bash • Circus Clown Climbers • Change One Sound	
1.F.PA.6.b Distinguish between short and long vowel sounds in spoken one-syllable words.	• Songs: Vowels Side by Side; Apples and Bananas Vowel; Old MacDonald's Vowel; Eensy, Weensy Mouse; Sneaky Magic E • Identify Short and Long Vowel Sounds	• Long vs. Short Vowel Sounds
1.F.PA.6.c Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.	• Where Is the Sound? • Phoneme Segmentation	
1.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.	• Blend Every Sound (Phonemes) • Phoneme Segmentation • Barnyard Bash • Circus Clown Climbers • Change One Sound • One, Two, Three Sounds	
1.F.CP II. BIG IDEA: Concepts of Print This big idea only applies to kindergarten.		
III. BIG IDEA: Phonics (P): Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.		
STANDARD 1.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.		
1.F.P.1.a Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.	• Songs: Blends: 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	• Spelling-Sound Correspondences

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences *continued*.		
1.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.	• Songs: Eensy, Weensy Mouse; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Pattern • Word Blending • Fast Word Fun	• Long Vowel Words Ending In E
STANDARD 1.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.		
1.F.P.2.a Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high frequency words	• Songs: Blends: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words • Key Word Match • Pattern Hunt • Spell and Blend	• Spelling-Sound Correspondences
1.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.	• Readable Books • Traditional Tales (See titles at end of document.) • Fast Word Fun • Power Word	• Irregularly Spelled Words
1.F.P.2.c Decode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).	• Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words • Key Word Match • Pattern Hunt	• Spelling-Sound Correspondences
1.F.P.2.d Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.	• Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types	• Two Syllable Letter Patterns
1.F.P.2.e This progression ends in kindergarten.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.		
1.F.P.3.a Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.	- Songs: Double the Fun - Double the Fun - Word Pattern - Spell and Blend - Word Blending - Say and Trace - Build Syllable Words: CVC; Vowel Team - Spell Using the Six Syllable Types	[Learned Spelling Patterns](#)
1.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.	- Songs: Double the Fun - Double the Fun - Word Pattern - Spell and Blend - Word Blending - Say and Trace - Power Word	[Learned Spelling Patterns](#)
1.F.P.3.c Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).	- Songs: Double the Fun - Double the Fun - Word Pattern - Spell and Blend - Word Blending - Say and Trace - Build Syllable Words: CVC; Vowel Team - Spell Using the Six Syllable Types	[Learned Spelling Patterns](#)
1.F.P.3.d Encode two-syllable words with basic patterns by applying knowledge of basic syllable types.	- Songs: Double the Fun - Double the Fun - Word Pattern - Spell and Blend - Word Blending - Say and Trace - Build Syllable Words: CVC; Vowel Team - Spell Using the Six Syllable Types	

Georgia Standards	Waterford Digital Activities	Waterford Resources
IV. BIG IDEA: Fluency: Students read text aloud or silently with speed, accuracy, and expression.		
STANDARD 1.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
1.F.F.1.a Increase sight word vocabulary using decoding skills by reading grade appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.	• Power Word • Fast Word Fun	
1.F.F.1.b Read a wide range of grade-level texts aloud with increasing accuracy.	• Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction	• Reading Check
1.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.	• Readable Books • Traditional Tales (See titles at end of document.) • Expression Instruction	• Reading Check
1.F.F.1.d Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.	• Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.)	• Word Recognition
V. BIG IDEA: Handwriting (H): Students develop print handwriting skills.		
STANDARD 1.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.		
1.F.H.1.a Form all uppercase and lowercase letters and words with accuracy and consistency.	• Letter Pictures • Letter Trace	• Print All Upper- and Lowercase Letters
1.F.H.1.b Form words with accuracy and consistency.	• Letter Trace • Say and Trace	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print *continued*.		
1.F.H.1.c Use appropriate spacing between letters, words, and sentences across lines on a page.	• Letter Trace • Say and Trace • Print Concepts	• Understanding Spaces In Print
STANDARD 1.F.H.2: Transcription & Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
1.F.H.2.a Perform basic transcription skills.	• Letter Trace • Say and Trace	
1.F.H.2.b Build handwriting fluency by forming accurate letters and words with increasing speed.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
1.F.H.3 Read Cursive This progression begins in 3rd grade.		
1.F.H.4 Write Cursive This progression begins in 3rd grade.		
1.P DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.		
1.P.EICC I. BIG IDEA: Engagement & Intention for Comprehension & Composition Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.		
STANDARD 1.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
1.P.EICC.1.a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)		• Goal Setting

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts *continued*.		
1.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. (I/C)	• Prewrite Mapping	• Writing With Facts • Writing With Opinions
1.P.EICC.1.c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C)	• Readable Books • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.)	
1.P.EICC.1.d Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.) • Making Connections • Building Knowledge • Ask a Question • Sum Up: Five Ws • Peek at the Story • Check My Prediction	• Connecting Ideas
1.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)		• Conversation Building
1.P.EICC.1.f Develop independence and autonomy as a reader and writer. (I/C)	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.		
1.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)		• [Writing Narratives](#)
1.P.EICC.2.b Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)	• Build Knowledge	• [Writing with Facts](#)
1.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts. (I/C)	• Build Knowledge	• [Writing with Facts](#)
1.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)		• [Writing with Opinions](#)
1.P.EICC.2.e Consume and produce texts in order to solve problems or influence decisions. (I/C)	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	
STANDARD 1.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.		
1.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)		• [Identify Supporting Points](#)
1.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful. (I)	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process *continued*.		
1.P.EICC.3.c Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)		• Connecting Ideas • Connection between Events
1.P.EICC.3.d Summarize and visualize sections of the text to maintain understanding. (I)	• Sum Up, Five Ws: • Sum Up, Remember Order:	
1.P.EICC.3.e Make and track predictions about the events and information likely to come next. (I)	• Check My Prediction	
1.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text. (I)	• Check My Prediction	
1.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)	• Reading Detective (Build Vocabulary) • Vocab Picture Matching • Build Knoweledge: • Frequently Occurring Root Words	
STANDARD 1.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
1.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience. (C)		• Writing Narratives
1.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)	• Prewrite	• Writing Narratives • The Writing Process

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts *continued.*		
1.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)	• Prewrite	• Writing Narratives • Writing with Facts
1.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)	• Prewrite • First Draft	• Writing Narratives • Writing with Facts
1.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)	• First Draft	
1.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)	• Edit	
1.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)	• Revise	
1.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language. (C)	• Edit	

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.ST II. BIG IDEA: Situating Texts Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.		
STANDARD 1.P.ST.1 Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
1.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)	• Build Knowledge	• Collaborative Writing
1.P.ST.1.b Consider how context impacts the purposes of the author and the audience. (I/C)	• Sum Up:	
1.P.ST.1.c Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. (I/C)		• Identify Supporting Points • Supporting Ideas with Reason
STANDARD 1.P.ST.2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.		
1.P.ST.2.a Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)		• Identify Supporting Points
1.P.ST.2.b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C)	• Build Knowledge	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.P.ST.2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose *continued*.		
1.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful. (I/C)		• Identify Supporting Points • Using Words
1.P.AC III. BIG IDEA: Author's Craft Students apply knowledge of author's craft to enhance the interpretation and construction of texts.		
STANDARD 1.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
1.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)		• Writing with Opinions
1.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)		• Using Words
1.P.AC.1.c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)	• Songs: What is a Sentence? • Sentences • Story Sentences:	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text *continued*.		
1.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)		• Clarifying with Pictures • Connection Between Events
STANDARD 1.P.AC.2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
1.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)		• Writing with Opinions • Gatthering Additional Information through Questions
1.P.AC.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)	• Prewrite	• Using Words • Character Experiences
1.P.AC.2.c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)	• First Draft	• Frequently Occurring Root Words • Frequently Occurring Affixes
1.P.AC.2.d Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)	• Edit • Revise	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
1.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	
1.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	
1.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	
1.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.) • First Draft • Edit • Revise	
1.P.CP IV. BIG IDEA: Collaboration & Presentation Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.		
STANDARD 1.P.CP.1 Collaboration Collaborate with others to accomplish shared goals and projects.		
1.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)		• Class Discussions

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.P.CP.1 Collaboration Collaborate with others to accomplish shared goals and projects *continued.*		
1.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)		• Class Discussions • Conversation Building
1.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)		• Class Discussions • Conversation Building
1.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)	• Ask Questions	• Ask Questions • Connecing Ideas • Find the Similarity Between Two Texts • Gathering Additional Information through Questions
STANDARD 1.P.CP.2 Presentation Use presentation skills to tailor communication to target audiences for specific purposes.		
1.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)	• Expression Instruction	
1.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. (I/C)		• Point of View
1.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)	• Poetry Book 1	• Poetry Book 1
1.P.CP.2.d Engage in dialogue with audiences by asking and answering questions. (I/C)	• Ask a Question	• Gathering Additional Information through Questions • Ask Questions
1.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)	• Poetry Book 1	• Poetry Book 1

Georgia Standards	Waterford Digital Activities	Waterford Resources
DOMAIN: Language (L): Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.		
I. BIG IDEA: Grammar Conventions (GC): Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
STANDARD 1.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
1.L.GC.1.5 Grammar: Form regular plural nouns by adding -s or -es. (Master)	• Songs: Nouns; More Than One • Plural Nouns	• Singular and Plural Nouns • Nouns
1.L.GC.1.6 Grammar: Form and use verbs by adding -ing, -ed, or -s. (Master)	• 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 • Double the Fun	• Inflectional Endings
1.L.GC.1.7 Grammar: Use action verbs. (Master)	• Songs: It Happened Yesterday • Verbs • Past Tense Verbs	• Verbs
1.L.GC.1.8 Grammar: Use adjectives and adverbs. (Continue)	• Songs: Preposition Cat; Nouns; Verbs; Adjectives Describe; It Happened Yesterday • Adjectives • Adverbs	• Using Words • Adjectives vs. Adverbs

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language *continued*.		
1.L.GC.1.9 Grammar: Use common and proper nouns. (Continue)	• Songs: What Is a Sentence?; It Happened Yesterday; Capital Letters (Proper Nouns Nouns); More Than One • Plural Nouns • Nouns	• [Nouns](#)
1.L.GC.1.10 Grammar: Form and use the simple verb tenses. (Continue)	• Songs: It Happened Yesterday • Past Tense Verbs • Verbs	• [Distinguish Meaning Among Verbs](#)
1.L.GC.1.11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Continue)	• Song: Adjectives Describe • Adjectives	• [Adjectives](#)
1.L.GC.1.12 Mechanics: Capitalize proper nouns. (Continue)	• Songs: Capital Letters	
1.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Continue)	• Songs: What Is a Sentence? • Sentences • Sentence Marks	• [Punctuation](#)
1.L.GC.1.14 Grammar: Form plural nouns by changing -y to -ies. (Introduce)	• Songs: Tricky Y to I • Change Y to I	
1.L.GC.1.15 Grammar: Use personal pronouns (subject, object, and possessive). (Introduce)	• Songs: Pronouns • Pronouns	• [Pronouns](#)
1.L.GC.1.16 Grammar: Use frequently occurring prepositions. (Introduce)	• Songs: Preposition Cat • Pronouns	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language *continued*.		
1.L.GC.1.17 Mechanics: Use commas to separate items in a series and to format dates, addresses, salutations, and closings. (Introduce)	• Songs: Comma, Comma, Comma • Edit Commas	
1.L.GC.1.18 Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Introduce)	• Songs: Apostrophes; Contraction Action • Contractions	• [Apostrophes](#)
1.L.GC.1.19 Grammar: Form and use irregular plural nouns. (Introduce)	• Songs: Strange Spelling • Irregular Plurals	• [Irregular Plural Nouns](#)
1.L.GC.1.20 Grammar: Form and use the past tense of irregular verbs. (Introduce)	• Songs: Irregular Verbs • Irregular Verbs	• [Past Tense Irregular Verbs](#)
1.L.GC.1.21 Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Introduce)	• Power Word	• [Conjunctions](#) • [Using Words](#)
STANDARD 1.L.GC.2: Syntax: Recognize and compose coherent sentences that express complete thoughts		
1.L.GC.2.a Distinguish between complete and incomplete simple sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).	• Songs: What Is a sentence?; Sentence Marks • Sentences • Sentence Marks	• [Simple and Compound Sentences](#)
1.L.GC.2.b Use a variety of simple sentences (including a variety of sentence types) to develop clarity in written texts.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• [Simple and Compound Sentences](#)

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.L.GC.2: Syntax: Recognize and compose coherent sentences that express complete thoughts *continued*.		
1.L.GC.2.c Use singular and plural subjects with matching verbs.	• Songs: More Than One; Nouns; What Is a Sentence? • Nouns • Plural Nouns • Verbs	• Singular and Plural Nouns
1.L.GC.2.d With adult support, use adjectives or adverbs to add details or clarify meaning.	• Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives	
1.L.GC.2.e This progression begins in 9th grade.		
II. BIG IDEA: Vocabulary (V): Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.		
STANDARD 1.L.V.1: General, Academic, & Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.		
1.L.V.1.a Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	• Conjunctions • Using Words
1.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	• Conjunctions • Using Words

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.L.V.2: Word Analysis: Acquire and apply word analysis skills to deconstruct and construct words to make meaning.		
1.L.V.2.a Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking).	• Songs: Large, Larger, Largest; Let's Compare; Put it at the End • Suffixes	• [Frequently Occurring Root Words](#) • [Frequently Occuring Affixes and Inflections](#) • [Inflectional Endings](#) • [Prefix and Suffix](#)
1.L.V.2.b This progression begins in 3rd grade.		
1.L.V.2.c Construct words using frequently occurring roots words and inflectional endings.	• Songs: Let's Compare; Large, Larger, Largest	• [Frequently Occurring Root Words](#) • [Frequently Occuring Affixes and Inflections](#) • [Inflectional Endings](#) • [Prefix and Suffix](#) • [Word Builders](#)
1.L.V.2.d This progression begins in 6th grade.		
STANDARD 1.L.V.3: Meaning & Purpose: Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
1.L.V.3.a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	• Rusty and Rosy's Clues	• [Sentence-Level Context](#)
1.L.V.3.b Identify the relationship between words and their synonyms and antonyms.	• Songs: Synonym Tree; Antonym Ant • Book: Opposites • Opposites	
1.L.V.3.c Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).	• Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs	• [Distinguish Meaning Among Verbs](#)

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.L.V.3: Meaning & Purpose: Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes *continued*.		
1.L.V.3.d With teacher support, use a picture dictionary or digital resource to clarify the meaning of unknown words and phrases.	• Reading Detective	
1.L.V.3.e Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	• Using Words
DOMAIN: Texts (T): Students grow in their learning as they purposefully engage with texts.		
I. BIG IDEA: Context (C) : Students explore the relationships and roles of authors, purposes, and audiences of texts.		
STANDARD 1.T.C.1: Purpose & Audience: Explain how authors of texts use language for a specific purpose and a target audience.		
1.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.	• Traditional Tales • Informational Books (See titles at end of document.)	• Information vs. Story
1.T.C.1.b Identify different modes of communication: print, digital, auditory, and visual.	• Print Concepts	
1.T.C.1.c Create texts in teacher-selected modes (e.g., print, digital, auditory, and/or visual.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.T.C.2: Authors & Speakers: Investigate the relationships between authors and speakers in texts.		
1.T.C.2.a Identify who is speaking or telling the story at various points in a text.	• Traditional Tales (See titles at end of document.)	• Who Is Telling The Story • Mr. Lucky Straw
1.T.C.2.b This progression begins in 6th grade.		
1.T.C.2.c This progression begins in 3rd grade.		
1.T.C.2.d This progression begins in 6th grade.		
II. BIG IDEA: Structures & Style (SS): Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts		
STANDARD 1.T.SS.1: Organization: Identify and use organizational structures to craft meaning.		
1.T.SS.1.a Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.	• Reading Detective	• Locating Key Facts
1.T.SS.1.b Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.	• Reading Detective	• Locating Key Facts
1.T.SS.1.c Use transition words or phrases, such as once upon a time, next, and last to sequence events and actions.	• First, Next, Last	• Writing Narratives
1.T.SS.1.d This progression begins in 3rd grade.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.T.SS.2: Craft: Identify and use descriptive and engaging language.		
1.T.SS.2.a Identify and explain the use of descriptive words in texts.	• Songs: Adjectives Describe • Adjectives	• Adjectives vs. Adverbs • Adjectives
1.T.SS.2.b Use descriptive words to craft engaging texts.	• Songs: Adjectives Describe • Adjectives • Edit	• Adjectives vs. Adverbs • Adjectives
1.T.SS.2.c This progression begins in 6th grade.		
III. BIG IDEA: Techniques (T): Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
STANDARD 1.T.T.1: Narrative Techniques: Identify and use narrative techniques to shape understanding.		
1.T.T.1.a Identify techniques used to craft stories, including characters, setting, major events, and dialogue.	• Sum Up: Five Ws • Describe Characters	• Describe The Story 2 • The Three Little Pigs
1.T.T.1.b Identify a simple plot with a problem and solution.	• Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales (See titles at end of document.)	• Story Retelling • The Three Little Pigs • Mr. Lucky Straw
1.T.T.1.c Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story.	• Describe Characters • Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales (See titles at end of document.)	• Describe The Story 2 • The Three Little Pigs

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.T.T.1: Narrative Techniques: Identify and use narrative techniques to shape understanding continued		
1.T.T.1.d With adult support, compare and contrast characters and their experiences in stories across diverse cultures.	• Describe Characters • Compare Characters • Traditional Tales (See titles at end of document.)	• Character Experiences
1.T.T.1.e Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure.		• Writing Narratives
STANDARD 1.T.T.2: Expository Techniques: Identify and use expository techniques to shape understanding.		
1.T.T.2.a Identify techniques used to craft expository texts, including main topic and supporting details.	• Informational Books (See titles at end of document.)	• Identifying the Main Topic • Animal Bodies
1.T.T.2.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace • Build Knowledge	• Connection Between Events
1.T.T.2.c This progression begins in 3rd grade.		
1.T.T.2.d Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure.		• Writing with Facts

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.T.T.3: Opinion Techniques: Identify and use opinion techniques to shape understanding		
1.T.T.3.a Identify techniques used to craft opinion texts, including the author's opinion and supporting reasons.	• Books: I Hate Peas; Bad News Shoes; Lumpy Mush	
1.T.T.3.b This progression begins in 9th grade.		
1.T.T.3.c Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provides two or more reasons to support the opinion with linking words and and because.		• Writing with Opinions
1.T.T.3.d This progression begins in 9th grade.		
STANDARD 1.T.T.4: Poetic Techniques: Identify and use poetic techniques to shape understanding.		
1.T.T.4.a Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines.	• Books: Poetry Books 1 & 2	• Stories and Poetry • My Comprehension Checklist
1.T.T.4.b Use poetic techniques to create poems using simple words and/or phrases that may or may not rhyme.	• Books: Poetry Books 1 & 2	• Stories and Poetry • My Comprehension Checklist

Georgia Standards	Waterford Digital Activities	Waterford Resources
IV. BIG IDEA: Research & Analysis (RA); Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics		
STANDARD 1.T.RA.1: Research & Inquiry: Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic		
Expectations for Interpreting Texts: Reading | Listening | Viewing		
1.T.RA.1.a Ask questions about topics of interest for research.	• Build Knowledge • Science Investigation	
1.T.RA.1.b Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.	• Build Knowledge • Science Investigation • Informational Books (See titles at end of document)	• Collaborative Writing
1.T.RA.1.c Share relevant and accurate information through a variety of different modes.	• Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Creating Stories
STANDARD 1.RA.2: Curating Sources & Evidence: Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.		
1.T.RA.2.a Refer to parts of texts when supporting an idea, answer, or opinion.	• Informational Books (See titles at end of document)	• Finding Key Information
1.T.RA.2.b Explore various sources of information, including print, digital, and personal communication.	• Readable Books • Traditional Tales • Informational Books (See titles at end of document)	
1.T.RA.2.c This progression begins in 5th grade.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
SECOND GRADE		
DOMAIN: Foundations (F): Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.		
I. BIG IDEA: Phonological Awareness This big idea only applies to kindergarten and 1st grade.		
II. BIG IDEA: Concepts of Print This big idea only applies to kindergarten.		
III. BIG IDEA: Phonics (P): Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.		
STANDARD 2.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.		
2.F.P.1.a Identify and produce all phoneme grapheme correspondences for all consonants, including consonant blends and digraphs.	• Songs: Blends: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Charley Chick; Where Is a Whale? • Blend Phonemes • Blend Decodable Words • Blending • ABC Coloring • Letter Pairs	• Form Words by Blending Sounds • Spelling-sound Correspondences
2.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e, vowel digraphs, r-controlled vowels, and diphthongs.	• Songs: Apples and Bananas; Old MacDonald Has Some Vowels; Sneaky Magic E; Bossy Mr. R; Vowels Side by Side; Eensy Weensy Mouse • ABC Coloring • Identify Short and Long Vowel Sounds • Build CVC Syllable Words • Blend Phonemes • Identify r-Controlled Vowel Words • Build Vowel Team Syllable Words	• Spelling-sound Correspondences

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.		
2.F.P.2.a Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.	• Word Recognition • Power Word • Identify Variant Vowel Words • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types	• Two Syllable Letter Patterns
2.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.	• Songs: Strange Spelling • Book: Moose Are Not Meese • Word Recognition • Power Word • Irregular Plurals • Irregular Verbs	• Irregularly Spelled Words
2.F.P.2.c Decode two-syllable nonsense words by applying rules of basic phonics skills (VVCC, VVCe, VCCC, VVCCC).	• Word Recognition • Power Word • Identify Variant Vowel Words • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types	
2.F.P.2.d Decode two-syllable words by applying knowledge of all major syllable types.	• Word Recognition • Power Word • Six Syllable Types • Identify Variant Vowel Words • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types	• Word Recognition
2.F.P.2.e This progression ends in kindergarten.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.		
2.F.P.3.a Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high frequency words.	• Spell Using the Six Syllable Types • All Star Spelling • Make and Spell • Power Word • Spell and Blend • Spelling Exploration	• Two Syllable Letter Patterns
2.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.	• Irregular Plurals • Irregular Verbs • Power Word • All Star Spelling • Identify Variant Vowel Words • Identify r-Controlled Vowel Words • Spell Using the Six Syllable Types • Build consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words	
2.F.P.3.c Encode two-syllable nonsense words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC).	• Spell Using the Six Syllable Types • Build consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words	
2.F.P.3.d Encode two-syllable words by applying knowledge of all major syllable types.	• Spell Using the Six Syllable Types • Build consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words	
2.F.P.4 Decoding & Encoding with Phonics This progression begins in 3rd grade.		

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Georgia Standards	Waterford Digital Activities	Waterford Resources
IV. BIG IDEA: Fluency: Students read text aloud or silently with speed, accuracy, and expression.		
STANDARD 2.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
2.F.F.1.a Increase sight word vocabulary using decoding skills by reading grade appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Word	• <u>Irregularly Spelled Words</u>
2.F.F.1.b Read a wide range of grade-level texts aloud with increasing automaticity.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.)	• <u>Fluency Check</u>
2.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Expression: Phrases; Quotations; Questions; Pauses; Exclamations	• <u>Fluency Check</u>
2.F.F.1.d Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Expression: Phrases; Quotations; Questions; Pauses; Exclamations	• <u>Word Recognition</u>

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Georgia Standards	Waterford Digital Activities	Waterford Resources
V. BIG IDEA: Handwriting (H): Students develop print handwriting skills.		
STANDARD 2.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.		
2.F.H.1.a Form all uppercase and lowercase letters and words with accuracy, consistency, and efficiency.	• Letter Trace	• [Print All Upper- and Lowercase Letters](#)
2.F.H.1.b Form words and sentences efficiently.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
2.F.H.1.c Use appropriate spacing throughout the body of a text.	Appropriate spacing is modeled extensively in Pre-Reading through activities such as Print Concepts.	
STANDARD 2.F.H.2: Transcription & Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
2.F.H.2.a Efficiently and accurately transcribe text.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
2.F.H.2.b Track and maintain speed and efficiency while forming words and sentences.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
STANDARD 2.F.H.3 Read Cursive This progression begins in 3rd grade.		
STANDARD 2.F.H.4 Write Cursive This progression begins in 3rd grade.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.		
I. BIG IDEA: Engagement & Intention for Comprehension & Composition Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.		
STANDARD 2.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts		
2.P.EICC.1.a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)		• Reading Check • Fluency Check
2.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. (I/C)	• Read-Along Books • Informational Books • Readable Books • Traditional Tales (See titles at end of document.)	
2.P.EICC.1.c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C)	• Read-Along Books • Informational Books • Traditional Tales • Readable Books (See titles at end of document.)	
2.P.EICC.1.d Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)	• Compare Characters • Fluency: Comprehension Check • Making Connections • Sum Up: • Vocab Comprehension Sentences: • Check My Prediction	• Connection Between Events • Who, What, Where, When and Why

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts *continued*.		
2.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)		• Collaborative Writing
2.P.EICC.1.f Develop independence and autonomy as a reader and writer. (I/C)	• Compare Characters • Fluency: Comprehension Check • Making Connections • Sum Up, Remember Order: • Vocab Comprehension Sentences: • Check My Prediction • First Draft • Prewrite	
STANDARD 2.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.		
2.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)		• Creating Stories • Writing Narratives
2.P.EICC.2.b Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)	• Informational Books • Traditional Tales (See titles at end of document.)	• Writing with Facts
2.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts. (I/C)	• Informational Books (See titles at end of document.)	• Writing with Facts

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts *continued.*		
2.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)	• Informational Books (See titles at end of document.)	• Writing with Facts
2.P.EICC.2.e Consume and produce texts in order to solve problems or influence decisions. (I/C)	• Informational Books • Traditional Tales (See titles at end of document.)	• Writing with Facts
STANDARD 2.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.		
2.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)	• Compare Characters • Fluency: Comprehension Check • Making Connections • Sum Up: • Vocab Comprehension Sentences: • Check My Prediction	• Reading Check • Fluency Check • Goal Setting
2.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful. (I) 2	• Compare Characters • Fluency: Comprehension Check • Making Connections • Sum Up:	• Writing with Facts • Animal Bodies
2.P.EICC.3.c Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)	• Build Knowledge • Vocabulary	
2.P.EICC.3.d Summarize and visualize sections of the text to maintain understanding. (I)	• Sum Up:	• Mind Movies

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process *continued.*		
2.P.EICC.3.e Make and track predictions about the events and information likely to come next. (I)	• Check My Prediction:	
2.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text. (I)	• Books: Poetry 1; Poetry 2 • Check My Prediction:	
2.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)	• Songs: Put it at the Front; Put it at the End • Suffixes • Prefixes • Build Vocabulary • Vocab Assessment: • Build Knowledge:	• [Prefix and Suffix](#) • [Word Builders](#) • [Adding Prefixes to Known Words](#)
STANDARD 2.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
2.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience. (C)		• [The Writing Process](#) • [Goal Setting](#)
2.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)	• Prewrite	• [Writing Narratives](#) • [Write with Opinions](#)
2.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)	• Prewrite: Mapping • Prewrite: Word Bank	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts *continued***.**		
2.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)	• Prewrite	
2.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)	• First Draft	
2.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)	• Edit	
2.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)	• Revise	
2.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language. (C)	• Songs: What Is a Sentence?; Comma, Comma, Comma; Apostrophe Pig; Contraction Action • Edit End Punctuation • Edit Punctuation • Edit Commas • Edit: Capitals	• [Forming Complete Sentences](#)

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Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.ST II. BIG IDEA: Situating Texts Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts		
STANDARD 2.P.ST.1 Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
2.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)	• Informational Books (See titles at end of document.) • Build Knowledge	• Writing with Facts • Ask Questions
2.P.ST.1.b Consider how context impacts the purposes of the author and the audience. (I/C)	• Informational Books (See titles at end of document.) • Build Knowledge • Check My Prediction	
2.P.ST.1.c Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. (I/C)	• Informational Books (See titles at end of document.)	• Writing with Facts • Connection Between Events • Identify the Main Purpose of a Text
STANDARD 2.P.ST.2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.		
2.P.ST.2.a Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)		• Identify the Main Purpose of a Text • Main Ideas and Supporitng Details
2.P.ST.2.b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C)	• Informational Books • Traditional Tales (See titles at end of document.)	• Supporting Ideas with Reason • Point of View

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.P.ST.2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose *continued*.		
2.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful. (I/C)	• Informational Books • Traditional Tales (See titles at end of document.)	• Using Words • Stories and Poetry
2.P.AC III. BIG IDEA: Author's Craft Students apply knowledge of author's craft to enhance the interpretation and construction of texts.		
STANDARD 2.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text		
2.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)	• Informational Books • Traditional Tales (See titles at end of document.)	• Understanding Characters, Setting, or Plot • Compare and Contrast Informational • Compare and Contrast Narrative
2.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)		• Using Words • Supporting Ideas with Reason • Reading with Understanding
2.P.AC.1.c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)	• Sentences	• Simple and Compound Sentences

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text *continued*.		
2.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)		• Supporting Ideas with Reason • Reading with Understanding • Main Idea and Supporting Details
STANDARD 2.P.AC.2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
2.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)		• Write Narratives • Writing with Opinions • Writing with Facts
2.P.AC.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)	• First Draft	
2.P.AC.2.c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)		• Simple and Compound Sentences
2.P.AC.2.d Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)		• Write Narratives • Writing with Opinions • Writing with Facts

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
2.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)	• Informational Books • Traditional Tales (See titles at end of document.)	• Write Narratives • Writing with Opinions • Writing with Facts
2.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)	• Informational Books • Traditional Tales (See titles at end of document.) • Prewrite: Mapping	
2.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)	• First Draft	• How Characters Are Affected by Story Events
2.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)	• Informational Books • Traditional Tales (See titles at end of document.) • First Draft	
2.P.CP IV. BIG IDEA: Collaboration & Presentation Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.		
STANDARD 2.P.CP.1 Collaboration Collaborate with others to accomplish shared goals and projects.		
2.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)		• Class Discussion

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.P.CP.1 Collaboration Collaborate with others to accomplish shared goals and projects *continued.*		
2.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)		• Class Discussion
2.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)	• Expression Instruction	
2.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)		• Class Discussion • Ask Questions
STANDARD 2.P.CP.2 Presentation Use presentation skills to tailor communication to target audiences for specific purposes.		
2.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)	• Expression Instruction	• Class Discussion • Ask Questions
2.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. (I/C)	• Informational Books • Traditional Tales (See titles at end of document.) • Expression Instruction	
2.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)	• Edit • Revise	
2.P.CP.2.d Engage in dialogue with audiences by asking and answering questions. (I/C)		• Gathering Additional Information through Questions
2.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)	• Books: Poetry 1: Peetry 2	• Rhythm

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Georgia Standards	Waterford Digital Activities	Waterford Resources
DOMAIN: Language (L): Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and wri ng. Students build vocabularies and determine word meanings as they relate to reading and wri ng.		
I. BIG IDEA: Grammar Conventions (GC): Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
STANDARD 2.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
2.L.GC.1.8 Grammar: Use adjectives and adverbs. (Master)	• Songs: Adjectives Describe; Adverbs • Adverbs • Adjectives	• Adjectives vs. Adverbs
2.L.GC.1.9 Grammar: Use common and proper nouns. (Master)	• Songs: Capital Letters (Titles; Proper Nouns; Days; Places) • Nouns	• Capitalization
2.L.GC.1.10 Grammar: Form and use the simple verb tenses. (Master)	• Songs: Verbs; Irregular Verbs; More About Verbs • Irregular Verbs • Nonaction Verbs	
2.L.GC.1.11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Master)	• Songs: Adjectives Describe • Adjectives • Power Word	
2.L.GC.1.12 Mechanics: Capitalize proper nouns. (Master)	• Edit Capitals	• Capitalization
2.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Master)	• Songs: What Is a Sentence? • Edit End Punctuation • Edit Punctuation • Edit Commas	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language *continued.*		
2.L.GC.1.14 Grammar: Form plural nouns by changing -y to -ies. (Master) 1	• Songs: Tricky Y to I • Change Y to I	
2.L.GC.1.15 Grammar: Use personal pronouns (subject, object, and possessive). (Master)	• Songs: Pronouns • Pronouns	• [Reflexive Pronouns](#)
2.L.GC.1.16 Grammar: Use frequently occurring prepositions. (Master)	• Songs: Preposition Cat	
2.L.GC.1.17 Mechanics: Use commas to separate items in a series and to format dates, addresses, salutations, and closings. (Master)	• Songs: Comma, Comma, Comma • Edit Commas	
2.L.GC.1.18 Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Continue) 2	• Songs: Apostrophe Pig; Contraction Action • Contractions	• [Apostrophes](#)
2.L.GC.1.19 Grammar: Form and use irregular plural nouns. (Continue)	• Songs: More Than One • Plural Nouns	• [Irregular Plural Nouns](#)
2.L.GC.1.20 Grammar: Form and use the past tense of irregular verbs. (Continue)	• Songs: It Happened Yesterday • Nonaction Verbs • Past Tense Verbs • Irregular Verbs	
2.L.GC.1.21 Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Continue) 2	• Power Words	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language *continued*.		
2.L.GC.1.22 Grammar: Form and use verbs by adding -d or -es. (Introduce, Master)	• Songs: The Three Sounds of E-D • Suffixes	
2.L.GC.1.23 Grammar: Use collective and abstract nouns. (Introduce)	• Nouns	
2.L.GC.1.24 Grammar: Use reflexive pronouns. (Introduce)	• Pronouns	• [Reflexive Pronouns](#)
2.L.GC.1.25 Mechanics: Use commas with coordinating conjunctions to join independent clauses. (Introduce)	• Songs: Comma, Comma, Comma	
2.L.GC.1.26 Mechanics: Use hyphens to divide words at line breaks. (Introduce)	• Decode Using the Six Syllable Types	
2.L.GC.1.27 Grammar: Form and use prepositional phrases. (Introduce)	• Songs: Prepostion Cat • Expression Instruction: Phrases	
2.L.GC.1.28 Grammar: Form and use comparative and superlative adjectives and adverbs. (Introduce)	• Songs: Let's Compare • Comparatives	
2.L.GC.1.29 Usage: Ensure pronoun-antecedent agreement. (Introduce)	• Pronouns	• [Pronouns](#)
2.L.GC.1.30 Mechanics: Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. (Introduce)	• Songs: Quotation Marks • Edit Punctuation • Expression Instruction: Quotations	

Books and Related Activities

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 and Stories

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

Books and Related Activities

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

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.

Family Engagement Resources

Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at →family.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.

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).