

**100%**  
Correlation

# Curriculum Correlation August 2025

**Waterford  
Early Learning:  
Reading**

**North Dakota English  
Language Arts  
Content Standards  
2023**

This document provides a detailed correlation of **Waterford Early Learning** to **North Dakota English Language Arts Content Standards**.

## Correlation Description

This document aligns North Dakota English Language Arts Content Standards to Waterford.org's digital activities and supporting resources.

### Waterford Digital Activities

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

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

### Waterford Resources

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

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

### Waterford Curriculum Details

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

#### Adaptive, Individualized Learning

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

#### Data-Informed Instruction

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

#### Research-Driven Development

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

### Reading Sequence

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

### Math and Science Sequence

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

### SmartStart Sequence

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

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North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Kindergarten</b>		
<b>Foundations of Literacy (F)</b>		
<b>Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>		
<b>Print Concepts</b>		
<b>Learners will demonstrate knowledge of books, print, and written language and how they function.</b>		
<b>K.F.1:</b> Recognize the front cover, back cover, author, and illustrator of books.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Parts of A Book</a></li> </ul>
<b>K.F.2:</b> Follow words from left to right, top to bottom, and page by page.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Parts of A Book</a></li> <li>• <a href="#">Following Words</a></li> </ul>
<b>K.F.3:</b> Recognize that sentences have letters, words, spaces between words, capitalization, and ending punctuation.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• <a href="#">Following Words</a></li> <li>• <a href="#">Understanding Spaces in Print</a></li> <li>• <a href="#">Recognizing Written Words</a></li> </ul>
<b>Phonological and Phonemic Awareness</b>		
<b>Learners will accurately manipulate phonemes (sounds) in the spoken language.</b>		
<b>K.F.4:</b> Recognize and produce rhyming words.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Rhyming Words</a></li> </ul>
<b>K.F.5:</b> Segment parts of spoken words. <b>K.F.5.a:</b> Segment multisyllabic spoken words by syllables.	<ul style="list-style-type: none"> <li>• Segment Onset/Rime</li> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Single Syllable Letter Patterns</a></li> <li>• <a href="#">Segmenting Syllables</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonological and Phonemic Awareness</b> <b>Learners will accurately manipulate phonemes (sounds) in the spoken language <i>continued</i>.</b>		
<b>K.F.5.b:</b> Segment one-syllable spoken words into two-phonemes and three-phonemes.	<ul style="list-style-type: none"> <li>Phoneme Segmentation</li> <li>Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Segmenting Words</a></li> </ul>
<b>K.F.6:</b> Blend parts of spoken words. <b>K.F.6.a:</b> Blend two or more syllables into a spoken word.	<ul style="list-style-type: none"> <li>Blend Onset/Rime Sounds</li> <li>Blending Riddles</li> <li>Blending Dragon</li> </ul>	
<b>K.F.6.b:</b> Blend two or three phonemes into a one-syllable spoken word.	<ul style="list-style-type: none"> <li>Blending</li> <li>Blend Every Sound (Phonemes)</li> <li>Blend Phonemes</li> </ul>	
<b>K.F.7:</b> Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.	<ul style="list-style-type: none"> <li>Where is the Sound?</li> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Segmenting Words</a></li> </ul>
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words.</b>		
<b>K.F.8:</b> Decode words with phoneme-grapheme correspondences: <b>K.F.8.a:</b> Predictable consonants.	<ul style="list-style-type: none"> <li>Songs: Mama Squirrel Sound Song; Consonants; Consonants Together; C and G; P-H and G-H Say Fff; Sheep in the Shadows</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Spelling-Sound Correspondences.</a></li> </ul>
<b>K.F.8.b:</b> Predictable short vowels spelled with a, i, o, u, e.	<ul style="list-style-type: none"> <li>Songs: Apples and Bananas; Old MacDonald Has Some Vowels</li> <li>Spelling Scramble Introduction</li> <li>Spell and Blend</li> <li>Sound Song</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Major Vowels</a></li> </ul>
<b>K.F.8.c:</b> Long vowels associated with single letters in open one-syllable words.	<ul style="list-style-type: none"> <li>Spelling Scramble Introduction</li> <li>Spell and Blend</li> <li>Power Word</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Major Vowels</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words <i>continued</i>.</b>		
<b>K.F.8.d:</b> Irregularly spelled high-frequency words.	<ul style="list-style-type: none"> <li>• Early Readable Books (See titles at end of document.)</li> <li>• Spelling Scramble Intro</li> <li>• Power Word</li> </ul>	
<b>K.F.9:</b> Encode words with phoneme-grapheme correspondences: <b>K.F.9.a:</b> Predictable consonants.	<ul style="list-style-type: none"> <li>• Early Readable Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Blend Decodable Words</li> <li>• Spell and Blend</li> <li>• Build CVC Words</li> <li>• Word Blending</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Simple Phonetic Spelling</a></li> </ul>
<b>K.F.9.b:</b> Predictable short vowels.	<ul style="list-style-type: none"> <li>• Early Readable Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Spelling Scramble Intro</li> <li>• Power Word</li> </ul>	
<b>K.F.9.c:</b> Long vowels with single letters in open one-syllable words (e.g., he, me, go).**	<ul style="list-style-type: none"> <li>• Power Word</li> </ul>	
<b>K.F.9.d:</b> Irregularly spelled high-frequency words.	<ul style="list-style-type: none"> <li>• Early Readable Books (See titles at end of document.)</li> <li>• Spelling Scramble Intro</li> <li>• Power Word</li> </ul>	
<b>*Regular high-frequency words should be taught in phonics.</b> <b>**Some words will be introduced as irregularly spelled until students learn about open syllables.</b>		

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words <i>continued</i>.</b>		
<b>K.F.10:</b> Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., bat, can, pop).	<ul style="list-style-type: none"> <li>• Early Readable Books</li> <li>• Spelling Scramble Intro</li> <li>• Power Word</li> </ul>	
<b>K.F.11:</b> Orally use new academic, content-specific, grade-level vocabulary, and relate new words to prior knowledge.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Using Words</a></li> <li>• <a href="#">The Watermelon Seed</a></li> </ul>
<b>Fluency</b> <b>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</b>		
<b>K.F.12:</b> Demonstrate fluency through the application of phonemic and phonological skills. <b>K.F.12.a:</b> Accurately and automatically recognize and name all uppercase and lowercase letters of the alphabet in non-sequential order.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Distinguish Letters</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• What's Your Name?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Upper and Lowercase Letters</a></li> </ul>
<b>K.F.12.b:</b> Accurately and automatically produce the predictable consonant and short vowel sounds associated with uppercase and lowercase letters in non-sequential order.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> </ul>	

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Fluency</b> <b>Learners will read with sufficient accuracy, rate, and expression to support comprehension <i>continued</i>.</b>		
<b>K.F.12.c:</b> Accurately and automatically blend sounds at the word level.	<ul style="list-style-type: none"> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> <li>• Blending Dragon</li> <li>• Blend Every Sound</li> <li>• Blend Individual Phonemes</li> <li>• Find the Picture</li> </ul>	
<b>*NOTE:</b> Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.		
<b>Foundations of Writing</b> <b>Learners will write complete sentences and paragraphs.</b>		
<b>K.F.13:</b> Write uppercase and lowercase letters accurately.	<ul style="list-style-type: none"> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Printing Upper and Lowercase</a></li> <li>• <a href="#">Write Consonants and Short-Vowels</a></li> </ul>
<b>K.F.14:</b> Write a simple sentence using subject and predicate, with capital letters, punctuation, and appropriate word spacing.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Complete Sentences</a></li> <li>• <a href="#">Mine</a></li> </ul>
<b>COMMUNICATION (C)</b> <b>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>		
<b>Presentational Communication</b> <b>Learners will organize and express information in a format appropriate to the audience and purpose.</b>		
<b>K.C.1</b> Describe personal interests or tell stories orally to a targeted audience (e.g., peers and adults).		<ul style="list-style-type: none"> <li>• <a href="#">Speaking and Listening</a></li> <li>• <a href="#">Describing Things</a></li> </ul>
<b>K.C.2</b> Speak audibly to express thoughts, feelings, and ideas.		<ul style="list-style-type: none"> <li>• <a href="#">Speaking to Express Ideas</a></li> </ul>



North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Presentational Communication</b> <b>Learners will organize and express information in a format appropriate to the audience and purpose <i>continued</i>.</b>		
<b>K.C.3</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.		<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> </ul>
<b>K.C.4</b> Use grade-appropriate, conversational, general academic, and domain-specific words and phrases	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Using Words</a></li> </ul>
<b>Collaboration</b> <b>Learners will work effectively with their peers to accomplish a common goal or purpose</b>		
<b>Standard</b> C.5 begins in sixth grade.		
<b>K.C.6</b> Participate in conversations by listening to others and taking turns speaking.		<ul style="list-style-type: none"> <li>• <a href="#">Speaking and Listening</a></li> </ul>
<b>K.C.7</b> Work collaboratively by following agreed-upon rules and simple one- and two-step oral directions.	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>• <a href="#">Speaking and Listening</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>READING (R)</b> <b>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>		
<b>Comprehension</b> <b>Learners will read to understand various complex literary and informational texts</b>		
<b>Standard</b> K.R.1 is met in K.R.2-5.		
<b>K.R.2</b> Respond to a variety of texts, photographs, or illustrations before, during, and after shared reading or <b>other</b> text-listening experiences to compare, contrast, predict, or infer.	<ul style="list-style-type: none"> <li>• Readables</li> <li>• Traditional Tales and Stories</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• Check My Prediction</li> <li>• Recall Details</li> <li>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Key Details Informational</a></li> </ul>
<b>K.R.3a</b> Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other text-listening experience.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Retelling</a></li> </ul>
<b>K.R.3b</b> Tell about characters and settings in a literary text during or after a shared reading or other text listening experience.	<ul style="list-style-type: none"> <li>• Traditional Tales and Stories (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Look at Details</li> <li>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Describe the Story</a></li> <li>• <a href="#">Identify Story Elements</a></li> </ul>
<b>Standard</b> R.4 begins in fourth grade. The main idea is taught in grades K-3 in standard R.3a.		

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<b>Comprehension</b> <b>Learners will read to understand various complex literary and informational texts <i>continued</i></b>		
<b>K.R.5</b> Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>• <a href="#">Identify New Meanings for Words</a></li> </ul>
<b>Text Analysis</b> <b>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats</b>		
<b>K.R.6</b> Identify photographs, illustrations, and labels during or after a shared reading or other text-listening experience.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Look at Details</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Identify Main Topic</a></li> </ul>
<b>Standard</b> R.7 begins in third grade.		
<b>K.R.8</b> Use a variety of fiction texts. <b>K.R.8.a.</b> Respond to or reenact characters' feelings in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Readable Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Retelling</a></li> </ul>
<b>K.R.8.b.</b> Compare and contrast the adventures and experiences of characters in familiar stories during or after a shared reading or text-listening experience.	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Compare and Contrast</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>WRITING (W)</b> <b>Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.</b>		
<b>Text Types and Structure</b> <b>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>		
<b>K.W.1</b> Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
<b>Text Types and Structure</b> <b>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes <i>continued</i>.</b>		
<b>Standard</b> W.2 begins in second grade.		
<b>K.W.3</b> Draw and write informative pieces on a topic.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• <a href="#">Writing with Facts</a></li> </ul>
<b>K.W.4</b> Draw and write opinion pieces on a topic.		<ul style="list-style-type: none"> <li>• <a href="#">Writing with Opinions</a></li> </ul>
<b>K.W.5</b> Draw and write narrative pieces that describe a single event.		<ul style="list-style-type: none"> <li>• <a href="#">Writing Narratives</a></li> </ul>
<b>Writing Process and Craft</b> <b>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>		
<b>K.W.6</b> Develop and strengthen writing utilizing the five steps appropriate to the task: <b>K.W.6.a</b> Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).	<ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Writing Process</a></li> </ul>
<b>K.W.6.b</b> Drafting: Develop writing from the planning process.	<ul style="list-style-type: none"> <li>• Word Bank</li> <li>• First Draft</li> </ul>	

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Writing Process and Craft</b> <b>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting <i>continued</i>.</b>		
<b>K.W.6.c</b> Revising: Improve writing by adding more details or deleting unnecessary wording or information.	<ul style="list-style-type: none"> <li>• Revise</li> <li>• Add Details</li> <li>• Delete Extra Words</li> <li>• Stick to the Topic</li> <li>• Use Interesting Words</li> </ul>	
<b>K.W.6.d</b> Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards.	<ul style="list-style-type: none"> <li>• Edit</li> <li>• Start Sentences Differently</li> <li>• Sentences</li> </ul>	
<b>K.W.6.e</b> Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.		<ul style="list-style-type: none"> <li>• <a href="#">The Writing Process</a></li> </ul>
<b>K.W.7</b> Produce shared and interactive writing with emotion or personality expressed through word choice.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
<b>K.L Language Usage</b> <b>Learners will integrate appropriate language and style to ensure effective readability in writing.</b>		
<b>K.L.1</b> Compose a simple sentence. <b>K.L.1.a</b> Begin with a capital letter and capitalize the pronoun I.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Capitalization</a></li> <li>• <a href="#">Punctuation</a></li> </ul>
<b>K.L.1.b</b> Use appropriate word spacing.		<ul style="list-style-type: none"> <li>• <a href="#">Understanding Spaces in Print</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>K.L Language Usage</b> <b>Learners will integrate appropriate language and style to ensure effective readability in writing <i>continued</i>.</b>		
<b>K.L.1.c</b> Conclude with a punctuation mark.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Punctuation</a></li> </ul>
<b>K.L.2</b> Identify parts of speech in sentences orally, with illustrations, or in writing: <b>K.L.2.a</b> concrete objects such as people, places, or things (i.e., nouns)	<ul style="list-style-type: none"> <li>Song: Nouns</li> <li>Nouns</li> </ul>	
<b>K.L.2.b</b> words as actions (i.e., verbs)	<ul style="list-style-type: none"> <li>Song: Verbs</li> <li>Verbs</li> </ul>	
<b>K.L.2.c</b> color and size adjectives	<ul style="list-style-type: none"> <li>Songs: Squirrel's Zoo Colors; Savanna Size; Adjectives Describe</li> <li>Color Practice</li> <li>Size</li> <li>Big and Little</li> <li>Tall and Short</li> <li>Heavy and Light</li> <li>Big Little Animals</li> <li>Large Small Toys</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Adjectives</a></li> </ul>
<b>K.L.2.d</b> the pronoun I	<ul style="list-style-type: none"> <li>Song: Pronouns</li> <li>Pronouns</li> </ul>	
<b>K.L.2.e</b> spatial and time relationships such as up, down, before, and after	<ul style="list-style-type: none"> <li>Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>Book: Up In the Air</li> <li>Position</li> <li>Over, Under Above, Below</li> <li>Inside, Outside, Between</li> <li>Above, Below, Next to, On</li> <li>First, Middle, Last</li> <li>First, Next, Last</li> </ul>	

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>INQUIRY And RESEARCH (IR)</b> <b>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>		
IR Standards begin in second grade.		
<b>First Grade</b>		
<b>FOUNDATIONS OF LITERACY (F)</b> <b>Learners will apply foundational reading and writing skills by</b>		
<b>Print Concepts</b> <b>Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>		
<b>Standard</b> F.1 is mastered in kindergarten.		
<b>Standard</b> F.2 is mastered in kindergarten.		
<b>1.F.3</b> Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Capitalization</a></li> <li>• <a href="#">Punctuation</a></li> </ul>
<b>Phonological and Phonemic Awareness</b> <b>Learners will accurately manipulate phonemes (sounds) in the spoken language.</b>		
<b>Standard</b> F.4 is mastered in kindergarten.		
<b>1.F.5</b> Segment one-syllable spoken words into four or more phonemes.	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Segmenting Words into Phonemes</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonological and Phonemic Awareness</b> <b>Learners will accurately manipulate phonemes (sounds) in the spoken language <i>continued</i>.</b>		
<b>1.F.6</b> Blend four or more phonemes to produce a spoken word or syllable.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Find the Picture</li> </ul>	
<b>1.F.7</b> Manipulate parts of spoken words. <b>1.F.7.a.</b> Delete initial and final phonemes or word parts.	<ul style="list-style-type: none"> <li>• Letter Sound Eliminator</li> <li>• Letter Sounds Deletion</li> <li>• Phoneme Eliminator</li> <li>• Syllable Deletion With Compound Words</li> </ul>	
<b>1.F.7.b.</b> Substitute initial, medial vowel, final phonemes, or word parts.	<ul style="list-style-type: none"> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• Phoneme Substitution</li> <li>• One, Two, Three Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Form Words by Blending Sounds</a></li> </ul>
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words.</b>		
<b>1.F.8</b> Decode words with phoneme-grapheme correspondences: <b>1.F.8.a.</b> consonant digraphs	<ul style="list-style-type: none"> <li>• Songs: Sheep In the Shadows; Charley Chick; Where is a Whale?; Consonants Together</li> <li>• Blend Phonemes</li> <li>• Word Mastery</li> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Spell and Blend</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Spelling-Sound Correspondences</a></li> </ul>



North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words <i>continued</i>.</b>		
<b>1.F.8.b.</b> two consonant blends at the beginning and end of words	<ul style="list-style-type: none"> <li>Songs: Sheep In the Shadows; Charley Chick; Where is a Whale?; Consonants Together</li> <li>Blend Phonemes</li> </ul>	
<b>1.F.8.c.</b> single consonant after a short vowel	<ul style="list-style-type: none"> <li>Decode CVC Syllable Words</li> <li>Build CVC Syllable Words</li> </ul>	
<b>1.F.8.d.</b> soft and hard c and g; s as /z/	<ul style="list-style-type: none"> <li>Songs: C and G; S Steals the Z</li> </ul>	
<b>1.F.8.e.</b> closed and open syllables	<ul style="list-style-type: none"> <li>Decode Using the Six Syllable Types</li> <li>Decode CVC Syllable Words</li> <li>Decode Open Syllable Words</li> <li>Decode Open &amp; Closed Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Two Syllable Letter Patterns</a></li> </ul>
<b>1.F.8.f.</b> silent e in single-syllable words	<ul style="list-style-type: none"> <li>Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>Key Word Match</li> <li>Word Pattern</li> <li>Pattern Hunt</li> <li>Word Blending</li> <li>Word Mastery Games</li> <li>Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Long Vowel Words Ending in E</a></li> </ul>
<b>1.F.8.g.</b> vowel teams	<ul style="list-style-type: none"> <li>Song: Vowels Side by Side</li> <li>Decode Split Vowels</li> <li>Identify Variant Vowel Words</li> <li>Build Vowel Team Syllable Words</li> <li>Word Mastery</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Long Vowel Words Ending in E</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words <i>continued</i>.</b>		
<b>1.F.8.h.</b> r-controlled	<ul style="list-style-type: none"> <li>Song: Bossy Mr. R</li> <li>Identify r-Controlled Vowel Words</li> <li>Build r-Controlled Syllable Words</li> </ul>	
<b>1.F.8.i.</b> prefixes and suffixes (two-syllable words) (e.g., redo, undo, doing)	<ul style="list-style-type: none"> <li>Songs: Blicky Licky Land; More Than One; Double the Fun; Put It At the Front; Put It At the End; Drop Magic E</li> <li>Double the Fun</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Inflectional Endings</a></li> </ul>
<b>1.F.8.j.</b> functions of y	<ul style="list-style-type: none"> <li>Change Y to I</li> </ul>	
<b>1.F.8.k.</b> contractions	<ul style="list-style-type: none"> <li>Song: Contraction Action</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Apostrophes</a></li> </ul>
<b>1.F.8.l.</b> irregularly spelled high-frequency words	<ul style="list-style-type: none"> <li>Readable Books</li> <li>Traditional Tales and Stories (See titles at end of document.)</li> <li>Word Mastery</li> <li>Power Words</li> <li>Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Irregularly Spelled Words</a></li> </ul>
<b>1.F.9</b> Encode words with phoneme-grapheme correspondences: <b>1.F.9.a.</b> digraphs	<ul style="list-style-type: none"> <li>Songs: Sheep In the Shadows; Charley Chick; Where is a Whale?; Consonants Together; P-H and G-H Say Fff</li> <li>Blend Phonemes</li> <li>Spell and Blend</li> <li>Make and Spell</li> <li>Spelling Exploration</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Spelling-Sound Correspondences</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words <i>continued</i>.</b>		
<b>1.F.9.b.</b> two consonant blends	<ul style="list-style-type: none"> <li>• Songs: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows</li> <li>• Blend Phonemes</li> <li>• Spell and Blend</li> <li>• Make and Spell</li> <li>• Spelling Exploration</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Simple Phonetic Spelling</a></li> </ul>
<b>1.F.9.c.</b> silent e	<ul style="list-style-type: none"> <li>• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>• Key Word Match</li> <li>• Word Pattern</li> <li>• Word Mastery Games</li> <li>• Mystery Words</li> <li>• Make and Spell</li> <li>• Spelling Exploration</li> <li>• Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Long Vowel Words Ending in E</a></li> </ul>
<b>1.F.9.d.</b> double consonants at the end of words	<ul style="list-style-type: none"> <li>• Song: Double the Fun</li> <li>• Spelling Exploration</li> <li>• Word Pattern Spelling</li> </ul>	
<b>1.F.9.e.</b> irregularly spelled high-frequency words	<ul style="list-style-type: none"> <li>• Song: Strange Spelling</li> <li>• Power Word</li> <li>• Spelling Scramble</li> <li>• Spelling Exploration</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Spell Untaught Spelling Words</a></li> </ul>
<b>1.F.10</b> Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).	<ul style="list-style-type: none"> <li>• Readable Books (See titles at end of document.)</li> <li>• Pattern Words</li> <li>• Rusty and Rosy's Clues</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Recognition</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words <i>continued</i>.</b>		
<b>1.F.11</b> Use new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge. <b>1.F.11.a.</b> Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.	<ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Blend Phonemes</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Letter Trace</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Key Words</li> <li>• Word Construction</li> <li>• Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Using the Root Word to Determine Meaning</a></li> </ul>
<b>Fluency</b> <b>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</b>		
<b>1.F.12</b> Read accurately and automatically <b>1.F.12.a.</b> at the word level	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales and Stories (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reading Check</a></li> </ul>
<b>1.F.12.b.</b> at the sentence level	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales and Stories (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reading Check</a></li> </ul>
<b>1.F.12.c.</b> a variety of first-grade texts with expression, phrasing, purpose, and understanding.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales and Stories (See titles at end of document.)</li> <li>• Expression: Exclamations; Pauses; Quotations; Questions; Phrases</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reading Check</a></li> </ul>
<b>*NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.</b>		

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<b>Foundations of Writing</b> <b>Learners will write complete sentences and paragraphs.</b>		
<b>1.F.13</b> Write uppercase and lowercase letters accurately and automatically.	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Printing Upper and Lowercase</a></li> <li><a href="#">Write Consonants and Short-Vowels</a></li> </ul>
<b>1.F.14</b> Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Nouns</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Understanding Spaces in Print</a></li> <li><a href="#">Complete Sentences</a></li> </ul>
<b>COMMUNICATION (C)</b> <b>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>		
<b>Presentational Communication</b> <b>Learners will organize and express information in a format appropriate to the audience and purpose.</b>		
<b>1.C.1</b> Describe people, places, things, and events with relevant details expressing ideas orally to a targeted audience (e.g., peers and adults).		<ul style="list-style-type: none"> <li><a href="#">Describing Things</a></li> </ul>
<b>1.C.2</b> Speak audibly in complete sentences to express thoughts, feelings, and ideas.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Speaking to Express Ideas</a></li> <li><a href="#">Forming Complete Sentences</a></li> </ul>
<b>1.C.3</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
<b>1.C.4</b> Use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Collaboration</b> <b>Learners will work effectively with their peers to accomplish a common goal or purpose.</b>		
<b>Standard</b> C.5 begins in sixth grade.		
<b>1.C.6</b> Participate in conversations by listening to others and taking turns speaking about topics, continuing through multiple exchanges.		<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> </ul>
<b>1.C.7</b> Work collaboratively by following agreed-upon rules and simple two- and three-step oral directions and offering one- and two-step verbal directions	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.	
<b>READING (R)</b> <b>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>		
<b>Comprehension</b> <b>Learners will read to understand varying complex literary and informational texts.</b>		
<b>Standard</b> 1.R.1 is met in 1.R.2-5.		
<b>1.R.2</b> Ask and answer questions about a variety of texts, genres, photographs, or illustrations before, during, and after shared reading or other text-listening experiences to compare, contrast, predict, or infer.	<ul style="list-style-type: none"> <li>• Traditional Tales and Stories</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Sum Up: Remember Order</li> <li>• Peek at the Story</li> <li>• Check My Prediction</li> </ul>	
<b>1.R.3a</b> Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other text-listening experiences.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Identifying the Main Topic Informational</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Comprehension</b> <b>Learners will read to understand varying complex literary and informational texts <i>continued</i>.</b>		
<b>1.R.3b</b> Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories (See titles at end of document.)</li> <li>Describe Characters</li> <li>Compare Characters</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Describe the Story 2</a></li> </ul>
<b>1.R.5</b> Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li><a href="#">Identify New Meanings for Words</a></li> </ul>
<b>Text Analysis</b> <b>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>		
<b>1.R.6</b> Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.	<ul style="list-style-type: none"> <li>Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Locating Key Facts</a></li> </ul>
<b>Standard R.7</b> begins in third grade.		
<b>1.R.8</b> Use a variety of fiction texts. <b>1.R.8.a</b> Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories</li> <li>Sing a Rhyme Song &amp; Books</li> <li>Read With Me Books</li> <li>Informational Books (See titles at end of document.)</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Feelings and Senses</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Text Analysis</b> <b>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats <i>continued</i>.</b>		
<b>1.R.8.b</b> Compare and contrast the adventures and experiences of characters in stories during or after a shared reading or other text-listening experience.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories</li> <li>Sing a Rhyme Song &amp; Books</li> <li>Read With Me Books</li> <li>Informational Books (See titles at end of document.)</li> <li>Describe Characters</li> <li>Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Character Experiences</a></li> </ul>
<b>WRITING (W)</b> <b>Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>		
<b>Text Types and Structure</b> <b>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>		
<b>1.W.1</b> Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
<b>Standard</b> W.2 begins in second grade.		
<b>Text Types and Structure</b> <b>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes <i>continued</i>.</b>		
<b>1.W.3</b> Write informative pieces that detail the topic. (See standards L.1, F.14.)		<ul style="list-style-type: none"> <li><a href="#">Writing with Facts</a></li> </ul>
<b>1.W.4</b> Write opinion pieces on a topic using a reason to support the opinion. (See standards L.1, F.14.)		<ul style="list-style-type: none"> <li><a href="#">Writing with Opinions</a></li> </ul>
<b>1.W.5</b> Write narrative pieces that describe a single event with a beginning, middle, and end. (See standards L.1, F.14.)		<ul style="list-style-type: none"> <li><a href="#">Writing Narratives</a></li> </ul>



North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Writing Process and Craft</b> <b>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>		
<b>1.W.6</b> Develop and strengthen writing utilizing the five steps appropriate to the task. <b>1.W.6.a</b> Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).	<ul style="list-style-type: none"> <li>Prewrite:</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">The Writing Process</a></li> </ul>
<b>1.W.6.b</b> Drafting: Develop writing from the planning process.	<ul style="list-style-type: none"> <li>First Draft:</li> </ul>	
<b>1.W.6.c</b> Revising: Improve writing by adding more details or deleting unnecessary wording or information.	<ul style="list-style-type: none"> <li>Revise:</li> </ul>	
<b>1.W.6.d</b> Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards.	<ul style="list-style-type: none"> <li>Song: Double the Fun</li> <li>Double the Fun</li> <li>Word Pattern</li> <li>Spell and Blend</li> <li>Word Blending</li> <li>Say and Trace</li> <li>Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Learned Spelling Patterns</a></li> </ul>
<b>1.W.6.e</b> Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
<b>1.W.7</b> Produce writing with emotion or personality expressed through word choice.	<ul style="list-style-type: none"> <li>Songs: Adjectives Describe; Adverbs</li> <li>Revise:</li> <li>Adjectives</li> <li>Adverbs</li> </ul>	

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<b>1.L Language Usage</b> <b>Learners will integrate appropriate language and style to ensure effective readability in writing.</b>		
<b>1.L.1</b> Compose simple sentences. <b>1.L.1.a</b> Begin with a capital letter and capitalize proper names, months, and days of the week.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Capital Letters (Proper Nouns; Days)</li> <li>Sentences</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Capitalization</a></li> </ul>
<b>1.L.1.b</b> Conclude with a period, question mark, or exclamation mark.	<ul style="list-style-type: none"> <li>Song: Sentence Marks</li> <li>Sentence Marks</li> <li>Name That Sentence Mark</li> <li>Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Punctuation</a></li> </ul>
<b>1.L.2</b> Recognize and use parts of speech in sentences: <b>1.L.2.a</b> nouns as concrete objects (i.e., people, places, and things)	<ul style="list-style-type: none"> <li>Song: Nouns</li> <li>Nouns</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Nouns</a></li> </ul>
<b>1.L.2.b</b> regular plural nouns	<ul style="list-style-type: none"> <li>Song: Strange Spelling</li> <li>Book: Moose Are Not Meese</li> <li>Irregular Plurals</li> <li>Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Irregular Plural Nouns</a></li> </ul>
<b>1.L.2.c</b> present-tense verbs as actions	<ul style="list-style-type: none"> <li>Song: Verbs</li> <li>Verbs</li> </ul>	
<b>1.L.2.d</b> color, size, and number adjectives	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Adjectives</a></li> </ul>
<b>1.L.2.e</b> the pronouns I, me, you, and we	<ul style="list-style-type: none"> <li>Song: Pronouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Pronouns</a></li> </ul>
<b>1.L.2.f</b> the conjunctions and, or, but	<ul style="list-style-type: none"> <li>Power Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Conjunctions</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>INQUIRY And RESEARCH (IR)</b> <b>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>		
IR Standards begin in second grade.		
<b>Second Grade</b>		
<b>FOUNDATIONS OF LITERACY (F)</b> <b>Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>		
<b>Print Concepts</b> <b>Learners will demonstrate knowledge of books, print, and written language and how they function.</b>		
Print Concept standards are mastered in first grade.		
<b>Phonological and Phonemic Awareness</b> <b>Learners will accurately manipulate phonemes (sounds) in the spoken language.</b>		
Phonological and Phonemic Awareness standards are mastered in first grade. In second grade, learners should continue to practice manipulating parts of spoken words to increase phonemic proficiency.		
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words.</b>		
<b>2.F.8</b> Decode words with phoneme-grapheme correspondences: <b>2.F.8.a</b> vowel teams	<ul style="list-style-type: none"> <li>• Songs: Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Readable Word Play</li> <li>• Spelling Exploration</li> <li>• Spelling Game</li> <li>• Word Recognition</li> <li>• Spell and Blend</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Spelling-Sound Correspondences</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words <i>continued</i>.</b>		
<b>2.F.8.b</b> diphthongs	<ul style="list-style-type: none"> <li>Identify Variant Vowel Words</li> <li>Build Vowel Team Syllable Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Spelling-Sound Correspondences</a></li> </ul>
<b>2.F.8.c</b> three consonant blends	<ul style="list-style-type: none"> <li>Song: Charley Chick</li> <li>Blend Phonemes</li> <li>Circus Clown Climbers</li> <li>Word Mastery Games</li> </ul>	
<b>2.F.8.d</b> other r-controlled	<ul style="list-style-type: none"> <li>Song: Bossy Mr. R</li> <li>Identify r-Controlled Vowel Words</li> <li>Build r-Controlled Vowel Words</li> <li>Decode Using the Six Syllable Types</li> </ul>	
<b>2.F.8.e</b> silent e in multisyllabic words	<ul style="list-style-type: none"> <li>Song: Sneaky Magic E</li> <li>Decode Using the Six Syllable Types</li> </ul>	
<b>2.F.8.f</b> r-controlled in multisyllabic words	<ul style="list-style-type: none"> <li>Song: Bossy Mr. R</li> <li>Identify r-Controlled Vowel Words</li> <li>Build r-Controlled Vowel Words</li> <li>Decode Using the Six Syllable Types</li> </ul>	
<b>2.F.8.g</b> vowel team in multisyllabic words	<ul style="list-style-type: none"> <li>Songs: Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Decode Using the Six Syllable Types</li> <li>Readable Word Play</li> <li>Spelling Exploration</li> <li>Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Spelling-Sound Correspondences</a></li> </ul>
<b>2.F.8.h</b> consonant le	<ul style="list-style-type: none"> <li>Decode Using the Six Syllable Types</li> <li>Decode Consonant+le Syllable Words</li> </ul>	

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words <i>continued</i>.</b>		
<b>2.F.8.i</b> homophones	<ul style="list-style-type: none"> <li>Songs: Homophone Monkey; There, Their, They're; To, Too, Two</li> <li>Homophones</li> <li>Edit Tricky Spellings</li> </ul>	
<b>2.F.8.j</b> irregularly spelled high-frequency words	<ul style="list-style-type: none"> <li>Readable Books</li> <li>Traditional Tales and Stories (See titles at end of document.)</li> <li>Word Mastery</li> <li>Power Words</li> <li>Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Irregularly Spelled Words</a></li> </ul>
<b>2.F.8.k</b> silent letter combinations	<ul style="list-style-type: none"> <li>Songs: Silent Letters (G-H); (K and G); (W)</li> </ul>	
<b>2.F.8.l</b> schwa	<ul style="list-style-type: none"> <li>Song: Schwa Sound</li> </ul>	
<b>2.F.8.m</b> common derivational suffixes (e.g., -ly, -ful, -able)	<ul style="list-style-type: none"> <li>Songs: Large, Larger, Largest; Put It At the End; Let's Compare</li> <li>Suffixes</li> <li>Comparatives</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Inflectional Endings</a></li> </ul>
<b>2.F.9</b> Encode words with phoneme-grapheme correspondences: <b>2.F.9.a</b> closed and open syllables	<ul style="list-style-type: none"> <li>Six Syllable Types</li> <li>Spell Using the Six Syllable Types</li> <li>Build CVC Syllable Words</li> </ul>	
<b>2.F.9.b</b> vowel teams	<ul style="list-style-type: none"> <li>Songs: Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Spell Using the Six Syllable Types</li> <li>Spelling Exploration</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Spelling-Sound Correspondences</a></li> </ul>
<b>2.F.9.c</b> soft and hard c and g; s as /z/	<ul style="list-style-type: none"> <li>Song: C and G; S Steals the Z</li> <li>Power Word</li> </ul>	

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words <i>continued</i>.</b>		
<b>2.F.9.d</b> r-controlled	<ul style="list-style-type: none"> <li>Identify r-Controlled Vowel Words</li> <li>Build r-Controlled Syllable Words</li> </ul>	
<b>2.F.9.e</b> prefixes and suffixes	<ul style="list-style-type: none"> <li>Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End</li> <li>Double the Fun</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	
<b>2.F.9.f</b> functions of y	<ul style="list-style-type: none"> <li>Songs: Blicky Licky Land; Tricky Y to I</li> <li>Change Y to I</li> </ul>	
<b>2.F.9.g</b> contractions	<ul style="list-style-type: none"> <li>Song: Contraction Action</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Apostrophes</a></li> </ul>
<b>2.F.9.h</b> irregularly spelled high-frequency words	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters</li> <li>Power Word</li> <li>Spell and Blend</li> <li>Spelling Instruction</li> <li>Spelling Exploration</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Word Pattern Spelling</li> </ul>	
<b>2.F.10</b> Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., synonyms, antonyms, homophones, and homographs).	<ul style="list-style-type: none"> <li>Songs: Homophone Monkey; There, Their, They're; To, Too, Two; Synonym Tree; Antonym Ant</li> <li>Homophones</li> <li>Edit Tricky Spellings</li> <li>Synonyms</li> <li>Pattern Words</li> <li>Key Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Identify New Meanings for Words</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Study</b> <b>Learners will decode, encode, and connect meaning to word parts and words <i>continued</i>.</b>		
<p><b>2.F.11</b> Use new academic, content-specific, grade-level vocabulary, connecting previously learned words and relating new words to background knowledge.</p> <p><b>2.F.11.a</b> Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.</p>	<ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Blend Phonemes</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Letter Trace</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Key Words</li> <li>• Word Construction</li> <li>• Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Using the Root Word to Determine Meaning</a></li> </ul>
<b>Fluency</b> <b>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</b>		
<p><b>2.F.12</b> Read accurately and automatically a variety of second-grade texts with expression, phrasing, purpose, <b>and</b> understanding.</p> <p><b>*NOTE:</b> Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection</p>	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books</li> </ul> <p>(See titles at end of document.)</p> <ul style="list-style-type: none"> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Fluency Check</a></li> </ul>
<b>Foundations of Writing</b> <b>Learners will write complete sentences and paragraphs.</b>		
<p><b>2.F.13</b> Write uppercase and lowercase letters accurately and automatically for all writing purposes.</p>	<ul style="list-style-type: none"> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Printing Upper and Lowercase Letters</a></li> <li>• <a href="#">Print All Upper and Lowercase Letters</a></li> </ul>
<p><b>2.F.14</b> Write a paragraph including multiple complete sentences on a topic. (Example structures for organization may include but are not limited to the summary, disciplinary literacy response, opinion, or informative.)</p>		<ul style="list-style-type: none"> <li>• <a href="#">Writing with Facts</a></li> <li>• <a href="#">Writing with Opinions</a></li> <li>• <a href="#">Writing Narratives</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>COMMUNICATION (C)</b> <b>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>		
<b>Presentational Communication</b> <b>Learners will organize and express information in a format appropriate to the audience and purpose.</b>		
<b>2.C.1</b> Report on a topic or text, tell a story or recount an experience to a targeted audience with relevant facts and descriptive details.		<ul style="list-style-type: none"> <li>• <a href="#">Storytelling</a></li> </ul>
<b>2.C.2</b> Speak audibly in complete sentences when proper to the task and situation to provide requested details or clarifications.		<ul style="list-style-type: none"> <li>• <a href="#">Forming Complete Sentences</a></li> </ul>
<b>Presentational Communication</b> <b>Learners will organize and express information in a format appropriate to the audience and purpose <i>continued</i>.</b>		
<b>2.C.3</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe.	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Adverbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Using Words</a></li> </ul>
<b>2.C.4</b> Use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
<b>Collaboration</b> <b>Learners will work effectively with their peers to accomplish a common goal or purpose.</b>		
<b>Standard</b> C.5 begins in sixth grade.		
<b>2.C.6</b> Participate in conversations by linking comments to the remarks of others and asking questions.		<ul style="list-style-type: none"> <li>• <a href="#">Conversation Building</a></li> </ul>
<b>2.C.7</b> Work collaboratively by following agreed-upon rules and following/offering multi-step oral directions	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.	<ul style="list-style-type: none"> <li>• <a href="#">Class Discussion</a></li> </ul>



North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>READING (R)</b> <b>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>		
<b>Comprehension</b> <b>Learners will read to understand various complex literary and informational texts.</b>		
<b>2.R.1</b> Comprehend information during and after listening to a grade-level text.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Reading Detective (Peek at the Story/Check My Guess)</li> <li>• Sum Up: Five Ws</li> <li>• Build Knowledge</li> <li>• Map the Story</li> <li>• Fluency Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Stories and Poetry</a></li> </ul>
<b>2.R.2</b> Ask and answer questions about key details before, during, and after reading a variety of literary and informational texts to compare, contrast, predict, or infer.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up: Remember Order</li> <li>• Reading Detective (Peek at the Story/Check My Prediction)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Who, What, Where, When, and Why</a></li> </ul>
<b>2.R.3a</b> Identify the main idea with supporting details during or after reading an informational text or passage.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Identify the Main Topic</a></li> </ul>
<b>2.R.3b</b> Retell the plot to include the beginning, middle, and end of a literary text after reading.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Moral of the Story</a></li> </ul>
<b>Standard</b> R.4 begins in fourth grade. The main idea is taught in grades K-3 in standard R.3a.		

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Comprehension</b> <b>Learners will read to understand various complex literary and informational texts <i>continued</i>.</b>		
<b>2.R.5</b> Determine the meaning of unknown words and phrases through a variety of text experiences.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• <a href="#">Using the Root Word to Determine Meaning</a></li> </ul>
<b>Text Analysis</b> <b>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats</b>		
<b>2.R.6</b> Identify text features (e.g., timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.		<ul style="list-style-type: none"> <li>• <a href="#">Locating Key Facts</a></li> </ul>
<b>Standard R.7</b> begins in third grade		
<b>2.R.8</b> Use a variety of fiction and poetry texts. <b>2.R.8.a.</b> Describe characters' feelings or traits during or after listening to a story.	<ul style="list-style-type: none"> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Compare Characters: Why Wind and Water Fight</li> <li>• Map the Story</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">How Characters are Affected by Story Events</a></li> </ul>
<b>2.R.8.b.</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) or	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales and Stories (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Compare and Contrast Narrative</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>WRITING (W)</b> <b>Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>		
<b>Text Types and Structure</b> <b>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>		
<b>2.W.1</b> Produce writing appropriate to the task, purpose, or audience.	<ul style="list-style-type: none"> <li>• Prewrite:</li> <li>• First Draft:</li> <li>• Revise:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing Narratives</a></li> </ul>
<b>2.W.2</b> Write using an organizational structure that introduces a topic, includes supporting sentences, and provides a sense of closure.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	<ul style="list-style-type: none"> <li>• <a href="#">The Writing Process</a></li> </ul>
<b>2.W.3</b> Write informative pieces that include factual details on the topic.	<ul style="list-style-type: none"> <li>• Prewrite:</li> <li>• First Draft:</li> <li>• Revise:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing with Facts</a></li> </ul>
<b>2.W.4</b> Write opinion pieces on a topic using reasons to support the opinion.	<ul style="list-style-type: none"> <li>• Prewrite:</li> <li>• First Draft:</li> <li>• Revise:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing with Opinions</a></li> </ul>
<b>2.W.5</b> Write narrative pieces that describe a well-elaborated event in sequence.	<ul style="list-style-type: none"> <li>• Prewrite:</li> <li>• First Draft:</li> <li>• Revise:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing Narratives</a></li> </ul>
<b>Writing Process and Craft</b> <b>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting</b>		
<b>2.W.6</b> Develop and strengthen writing utilizing the five steps appropriate to the task. <b>2.W.6.a</b> Planning: Generate ideas and plan (e.g., orally rehearse, graphic organizer, peer feedback).	<ul style="list-style-type: none"> <li>• Prewrite:</li> </ul>	

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Writing Process and Craft</b> <b>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting <i>continued</i>.</b>		
<b>2.W.6.b</b> Drafting: Develop writing from the planning process.	<ul style="list-style-type: none"> <li>First Draft:</li> </ul>	
<b>2.W.6.c</b> Revising: Improve writing by adding more details or deleting unnecessary wording or information.	<ul style="list-style-type: none"> <li>Revise:</li> </ul>	
<b>2.W.6.d</b> Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards.	<ul style="list-style-type: none"> <li>Song: Double the Fun</li> <li>Double the Fun</li> <li>Word Pattern</li> <li>Spell and Blend</li> <li>Word Blending</li> <li>Say and Trace</li> <li>Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Learned Spelling Patterns</a></li> </ul>
<b>2.W.6.e</b> Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
<b>2.W.7</b> Write with intentional word choice that integrates emotion or descriptive language.	<ul style="list-style-type: none"> <li>Songs: Adjectives Describe; Adverbs</li> <li>Revise:</li> <li>Adjectives</li> <li>Adverbs</li> </ul>	
<b>Language Usage (L)</b> <b>Learners will integrate appropriate language and style to ensure effective readability in writing.</b>		
<b>2.L.1</b> Compose simple and compound sentences. <b>2.L.1.a</b> Begin with a capital letter and capitalize proper names, holidays, months, and days of the week.	<ul style="list-style-type: none"> <li>Songs: Capital Letters (Proper Nouns; Days; Places; Titles)</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization</li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>Language Usage (L)</b> <b>Learners will integrate appropriate language and style to ensure effective readability in writing <i>continued</i>.</b>		
<b>2.L.1.b</b> Conclude with appropriate punctuation including the period, question mark, or exclamation mark.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Name That Sentence Mark</li> <li>Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Punctuation</a></li> </ul>
<b>2.L.2</b> Recognize and use parts of speech in sentences: <b>2.L.2.a</b> common, proper, and irregular plural nouns	<ul style="list-style-type: none"> <li>Songs: Nouns; More Than One; Strange Spelling</li> <li>Book: Moose Are Not Meese</li> <li>Irregular Plurals</li> <li>Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Irregular Plural Nouns</a></li> </ul>
<b>2.L.2.b</b> tenses of verbs (i.e., past, present, future)	<ul style="list-style-type: none"> <li>Songs: Verbs; It Happened Yesterday; Irregular Verbs</li> <li>Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Verbs</a></li> <li><a href="#">Past Tense Irregular Verbs</a></li> </ul>
<b>2.L.2.c</b> the simple subject and simple predicate of a sentence	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Nouns; Verbs</li> <li>Nouns</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Forming Complete Sentences</a></li> <li><a href="#">Be a Bold Writer</a></li> </ul>
<b>2.L.2.d</b> descriptive adjectives and articles (i.e., a, an, the) as adjectives	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> <li>Adjectives</li> <li>Power Word</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Determiners</a></li> <li><a href="#">Using Words</a></li> </ul>
<b>2.L.2.e</b> singular and plural personal pronouns, and the nouns they replace	<ul style="list-style-type: none"> <li>Song: Pronouns</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Pronouns</a></li> </ul>
<b>2.L.2.f</b> the conjunctions and, or, but	<ul style="list-style-type: none"> <li>Power Word</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Conjunctions</a></li> </ul>

North Dakota Standards	Waterford Digital Resources	Waterford Resources
<b>INQUIRY And RESEARCH (IR)</b> <b>Learners will pose and revise complex questions, identify and connect pertinent information</b>		
<b>Standard</b> IR.1 begins in third grade.		
<b>2.IR.2</b> Locate important information on a topic in a provided source during a shared or interactive experience.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Collaborative Writing</a></li> </ul>
<b>2.IR.3</b> Use organizational tools to track information from a provided pair of sources relevant to a topic in a shared or interactive experience.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Collaborative Writing</a></li> </ul>

## 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

## Fluent Reading

### Read-Along Books

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

### Informational Books

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

### Readable Books (Record, Read, Listen)

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

### Readable Story Sentences

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



## Support

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

## Research-Driven Development

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



## Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at [→mentor.waterford.org](https://www.waterford.org) can be found in Spanish or with Spanish support.

## Songs

### Beginning Math Songs

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

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

Comma, Comma, Comma / Homophone Monkey / Antonym Ant / Apples and Bananas / Old MacDonald Has Some Vowels / ABC Show and Tell Sounds / ABC Tongue Twisters / ABC Picture Sounds / Sheep in the Shadows / C-K Rap / S Steals the Z / Blends / Blicky Licky Land / Apostrophe Pig / Capital Letters—Days / Charley Chick / Adjectives Describe / Lazy Letter Q / Nouns / Verbs / Adverbs / Irregular Verbs

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

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

## Weekly Homelink Newsletters

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

## Math Homelink Newsletters

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

## Science Homelink Newsletters

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

## Reading Homelink Newsletters

### Alphabet Knowledge Comprehension and Vocabulary

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

## Readiness Skills Letters

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

## Phonological Awareness Letters

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



## Waterford Mentor

*Waterford Mentor is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities. Waterford Mentor is available online and in the Mentor app (for iOS and Android).*