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Alignment
September 2025

100%
Alignment

Waterford Early Learning: Reading

Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary Adopted 2017 (Revised August 2019)

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

Overview

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This document provides a detailed alignment of **Waterford Early Learning** to **Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary Adopted 2017 (Revised August 2019)**

Alignment Description

This document aligns Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary Adopted 2017 (Revised August 2019) 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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Texas Standards	Waterford Digital Activities	Waterford Resources
Kindergarten—110.2 English Language Arts and Reading		
B. Knowledge and Skills		
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language.		
The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS.ELA.K.1.A listen actively and ask questions to understand information and answer questions using multi-word responses;	• Science Investigation • Find an Answer • Sum Up: Five Ws	
TEKS.ELA.K.1.B restate and follow oral directions that involve a short, related sequence of actions;	Students interacting with Waterford are frequently asked to follow multi-step instructions.	
TEKS.ELA.K.1.C share information and ideas by speaking audibly and clearly using the conventions of language;	Waterford provides many activities related to conventions of standard English grammar and usage.	• **Speaking to express ideas**
TEKS.ELA.K.1.D work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and		• **Conversation Building**
TEKS.ELA.K.1.E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.		• **Conversation Building**

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Texas Standards	Waterford Digital Activities	Waterford Resources
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.		
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
TEKS.ELA.K.2.A demonstrate phonological awareness by: **TEKS.ELA.K.2.A.i** identifying and producing rhyming words;	• Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Phonological Awareness: Rhyming Words	• **Rhyming Words**
TEKS.ELA.K.2.A.ii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	• Initial Sound • Right Initial Sound ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Phonological Awareness: Initial Sounds • TEKS: K: Foundational Language Skills: Phonological Awareness: Match Initial Sounds	• **Single Syllable Letter Patterns**
TEKS.ELA.K.2.A.iii identifying the individual words in a spoken sentence;	• Letters Make Words • Look, Listen, Match	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to *continued*:		
TEKS.ELA.K.2.A.iv identifying syllables in spoken words;	• Syllable • Syllable Safari ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Phonological Awareness: Segmenting Syllables	• **Segmenting Syllables**
TEKS.ELA.K.2.A.v blending syllables to form multisyllabic words;	• Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Phonological Awareness: Blend Syllables	• **Two Syllable Letter Patterns**
TEKS.ELA.K.2.A.vi segmenting multisyllabic words into syllables;	• Syllable • Syllable Safari • Syllable Deletion With Compound Words ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Phonological Awareness: Segmenting Syllables	
TEKS.ELA.K.2.A.vii blending spoken onsets and rimes to form simple words;	• Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • Blend Decodable Words ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Phonological Awareness: Blend Onsets and Rimes	• **Single Syllable Letter Patterns**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to *continued*:		
TEKS.ELA.K.2.A.viii blending spoken phonemes to form one-syllable words;	• Get Started With Sounds • Find the Picture • Blending • Blending Riddles • Blend Every Sound (Phonemes) • Blend Phonemes • One, Two, Three Sounds ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Phonological Awareness: Blend Onsets and Rimes	• **Form Words by Blending Sounds**
TEKS.ELA.K.2.A.ix manipulating syllables within a multisyllabic word; and	• Syllable • Syllable Safari ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Phonological Awareness: Segmenting Syllables	
TEKS.ELA.K.2.A.x segmenting spoken one-syllable words into individual phonemes;	• Phoneme Segmentation • Where Is the Sound? • Barnyard Bash ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Phonological Awareness: Phoneme Segmentation	• **Segmenting Words**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to *continued*:		
TEKS.ELA.K.2.B demonstrate and apply phonetic knowledge by: **TEKS.ELA.K.2.B.i** identifying and matching the common sounds that letters represent;	• Sound Song • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Letter Sounds:	
TEKS.ELA.K.2.B.ii using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	• Read with Me Books • Decodable Books (See titles at end of document.) • Sound Room • Letter Sound • Name That Letter Sound • Choose a Sound • Blend Decodable Words ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Decode Words:	
TEKS.ELA.K.2.B.iii recognizing that new words are created when letters are changed, added, or deleted such as it—pit—tip—tap; and	• Barnyard Bash • Change One Sound • One, Two, Three Sounds • Circus Clown Climbers • Choose a Sound • Where Is the Sound? ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Phonological Awareness: Add Sounds • TEKS: K: Foundational Language Skills: Phonological Awareness: Substitute Sounds	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.K.2.B.iv identifying and reading at least 25 high-frequency words from a research-based list;	• Read with Me Books (See titles at end of document.) • Power Word ***Classroom Playlist*** • TEKS: K: HFW:	
TEKS.ELA.K.2.C demonstrate and apply spelling knowledge by: **TEKS.ELA.K.2.C.i** spelling words with VC, CVC, and CCVC;	• Name Game • Build CVC Syllable Words • Spell and Blend • Stick 'n' Spell ***Classroom Playlist*** • TEKS: K: Phonological Awareness: Spelling Word Patterns:	
TEKS.ELA.K.2.C.ii spelling words using sound-spelling patterns; and	• Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Spell and Blend • Letter Trace • Name That Letter Sound • Choose a Sound • Word Pattern ***Classroom Playlist*** • TEKS: K: Phonological Awareness: Spelling Word Patterns:	• **Simple Phonetic Spelling**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.K.2.C.iii spelling high-frequency words from a research-based list;	• Power Word ***Classroom Playlist*** • TEKS: K: HFW:	
TEKS.ELA.K.2.D demonstrate print awareness by: **TEKS.ELA.K.2.D.i** identifying the front cover, back cover, and title page of a book;	• Print Concepts • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Print Concepts	• **Parts of a Book**
TEKS.ELA.K.2.D.ii holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The following lessons highlight text for the learner which helps show the sequence of print. ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Print Concepts	• **Following Words**
TEKS.ELA.K.2.D.iii recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	• Print Concepts • Look, Listen, Match ***Classroom Playlist*** • TEKS: K: Print Concepts: Space in Print	• **Understanding Spaces In Print**
TEKS.ELA.K.2.D.iv recognizing the difference between a letter and a printed word; and	• Letters Make Words ***Classroom Playlist*** • TEKS: K: Print Concepts: Letters Make Words	• **Recognizing Written Words**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.K.2.D.v identifying all uppercase and lowercase letters; and	• ABC Song • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Hidden Letters • Letter Pictures • Find the Letter • Name That Letter • Name Game ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Letter Recognition: Uppercase: • TEKS: K: Foundational Language Skills: Letter Recognition: Lowercase:	• [Upper and Lowercase Letters](#)
TEKS.ELA.K.2.E develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	• Letter Pictures • Letter Trace • Letters Introduction • Name Game ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Letter Recognition: Uppercase: • TEKS: K: Foundational Language Skills: Letter Recognition: Lowercase:	• [Print Upper- and Lowercase Letters](#)

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Texas Standards	Waterford Digital Activities	Waterford Resources
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.		
The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS.ELA.K.3.A use a resource such as a picture dictionary or digital resource to find words;	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
TEKS.ELA.K.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	• Vocab • Words Tell About the Pictures • Picture Clues ***Classroom Playlist*** • TEKS: K: Foundational Language Skills: Illustrations and Text	
TEKS.ELA.K.3.C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	• Songs: Nouns; Verbs; More Than One; Preposition Cat • First, Next, and Last • Over, Under, and Through • Simple Shapes • Color Practice • ABC Coloring ***Classroom Playlist*** • TEKS: K: Vocabulary: Verbs • TEKS: K: Vocabulary: Nouns • TEKS: K: Vocabulary: Adjectives	• [Antonyms for Verbs and Adjectives](#)

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Texas Standards	Waterford Digital Activities	Waterford Resources
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.		
The student reads grade-appropriate texts independently.		
TEKS.ELA.K.4The student is expected to self-select text and interact independently with text for increasing periods of time.	• Sing a Rhyme Songs/Books • Read with Me Books • Decodable Books • Informational Books (See titles at end of document.)	
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.		
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS.ELA.K.5.A establish purpose for reading assigned and self-selected texts with adult assistance;	• Sing a Rhyme Songs/Books • Read with Me Books • Decodable Books • Informational Books (See titles at end of document.)	• **Group Reading Activities**
TEKS.ELA.K.5.B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	• Find an Answer • Sum Up: Five Ws • Describe Characters • What Comes Next? • Picture Clues ***Classroom Playlist*** • TEKS: K: Comprehension Skills: Asking Questions	• **Key Details Informational**
TEKS.ELA.K.5.C make and confirm predictions using text features and structures with adult assistance;	• Peek at the Story • Find an Answer • Picture Clues • Check My Prediction ***Classroom Playlist*** • TEKS: K: Comprehension Skills: Predictions	• **Relationship Between Picture and Story**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to continued:		
TEKS.ELA.K.5.D create mental images to deepen understanding with adult assistance;	• Build Knowledge • Making Connections • Step Into the Story • Picture Clues ***Classroom Playlist*** • TEKS: K: Comprehension Skills: Make Connections	
TEKS.ELA.K.5.E make connections to personal experiences, ideas in other texts, and society with adult assistance;	• Build Knowledge • Making Connections • Step Into the Story ***Classroom Playlist*** • TEKS: K: Comprehension Skills: Make Connections	• **Identify Real-Life Connections**
TEKS.ELA.K.5.F make inferences and use evidence to support understanding with adult assistance;	• Peek at the Story • Find an Answer • Picture Clues ***Classroom Playlist*** • TEKS: K: Comprehension Skills: Picture Clues	• **Relating Pictures and Text**
TEKS.ELA.K.5.G evaluate details to determine what is most important with adult assistance;	• Look at Details • Describe Characters • Sum Up: Five Ws ***Classroom Playlist*** • TEKS: K: Comprehension Skills: Details:	• **Identify Story Elements**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to continued:		
TEKS.ELA.K.5.H synthesize information to create new understanding with adult assistance; and	• Making Connections • Build Knowledge ***Classroom Playlist*** • TEKS: K: Comprehension Skills: Details:	
TEKS.ELA.K.5.I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	• Build Knowledge • Making Connections • Pictures Tell About the Story • Picture Clues	
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.		
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS.ELA.K.6.A describe personal connections to a variety of sources;	• Sing a Rhyme Songs/Books • Read with Me Books • Decodable Books • Informational Books (See titles at end of document.) • Making Connections • Build Knowledge ***Classroom Playlist*** • TEKS: K: Comprehension Skills: Make Connections	
TEKS.ELA.K.6.B provide an oral, pictorial, or written response to a text;	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• **Writing with Opinions**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to continued:		
TEKS.ELA.K.6.C use text evidence to support an appropriate response;	• Find an Answer • Sum Up: Five Ws • Describe Characters • What Comes Next? • Picture Clues ***Classroom Playlist*** • TEKS: K: Text Evidence and Story Elements:	• Writing with Opinions
TEKS.ELA.K.6.D retell texts in ways that maintain meaning;	• Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next? ***Classroom Playlist*** • TEKS: K: Text Evidence and Story Elements:	• Identify Main Topic • Story Retelling • My Super Sticky Sandwich
TEKS.ELA.K.6.E interact with sources in meaningful ways such as illustrating or writing; and		• Writing with Facts
TEKS.ELA.K.6.F respond using newly acquired vocabulary as appropriate.	• Vocab	• Identify New Meanings for Words • The Watermelon Seed

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Texas Standards	Waterford Digital Activities	Waterford Resources
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements.		
The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS.ELA.K.7.A discuss topics and determine the basic theme using text evidence with adult assistance;	• Sing a Rhyme Songs/Books • Read with Me Books • Decodable Books • Informational Books (See titles at end of document.)	• **Identify Story Elements**
TEKS.ELA.K.7.B identify and describe the main character(s);	• Describe Characters • Sum Up: Five Ws • Look at Details ***Classroom Playlist*** • TEKS: K: Text Evidence and Story Elements:	• **Identify Story Elements** • **Seeing Fingers**
TEKS.ELA.K.7.C describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and	• Sum Up: Five Ws • Sum Up: Remember Order ***Classroom Playlist*** • TEKS: K: Text Evidence and Story Elements:	• **Key Details** • **Seeing Fingers** • **Mine**
TEKS.ELA.K.7.D describe the setting.	• Peek at the Story • Adjectives • Map the Story • Check My Prediction ***Classroom Playlist*** • TEKS: K: Text Evidence and Story Elements:	

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Texas Standards	Waterford Digital Activities	Waterford Resources
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres.		
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS.ELA.K.8.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	• Sing a Rhyme Songs/Books • Read with Me Books • Informational Books (See titles at end of document.)	
TEKS.ELA.K.8.B discuss rhyme and rhythm in nursery rhymes and a variety of poems;	• Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme ***Classroom Playlist*** • TEKS: K: Literacy: Rhyming Words:	• **Types of Text**
TEKS.ELA.K.8.C discuss main characters in drama;	• Describe Characters • Compare Characters ***Classroom Playlist*** • TEKS: K: Literacy: Main Character:	• **Compare and Contrast**
TEKS.ELA.K.8.D recognize characteristics and structures of informational text, including: **TEKS.ELA.K.8.D.i** the central idea and supporting evidence with adult assistance;	• Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues ***Classroom Playlist*** • TEKS: K: Informational: Central Idea	• **Identify Main Topic** • **Key Details** • **Mine**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to continued:		
TEKS.ELA.K.8.D.ii titles and simple graphics to gain information; and	• Look at Details • Picture Clues • Words Tell About the Pictures ***Classroom Playlist*** • TEKS: K: Informational: Print Details	• **Relating Pictures and Text**
TEKS.ELA.K.8.D.iii the steps in a sequence with adult assistance;	• What Comes Next? • Before and After • First, Next, Last ***Classroom Playlist*** • TEKS: K: Informational: Sequence	• **Supporting Ideas with Reason** • **My Super Sticky Sandwich**
TEKS.ELA.K.8.E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do ; and		• **Supporting Ideas with Reason**
TEKS.ELA.K.8.F recognize characteristics of multimodal and digital texts.	All online books and digital text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The multimodal books and lessons highlight text for the learner, as the narrator speaks, which helps show the sequence of print. Vocabulary support provides slower pronunciation with pop-up definition and illustration.	

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Texas Standards	Waterford Digital Activities	Waterford Resources
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.		
The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS.ELA.K.9.A discuss with adult assistance the author's purpose for writing text;		• Supporting Ideas with Reason • Reading Check
TEKS.ELA.K.9.B discuss with adult assistance how the use of text structure contributes to the author's purpose;		• Types of Text
TEKS.ELA.K.9.C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;		• Relationship Between Picture and Story
TEKS.ELA.K.9.D discuss with adult assistance how the author uses words that help the reader visualize; and		• Distinguish Meaning Among Verbs
TEKS.ELA.K.9.E listen to and experience first- and third-person texts.	Waterford online books feature narrations that model first- and third-person voice. Narrators provide students with engaging examples while exposing them to adult, child, or character voices.	

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Texas Standards	Waterford Digital Activities	Waterford Resources
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process.		
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS.ELA.K.10.A plan by generating ideas for writing through class discussions and drawings;	• Prewrite Mapping ***Classroom Playlist*** • TEKS: K: Writing: Word Map Ideas	• [Collaborative Writing](#)
TEKS.ELA.K.10.B develop drafts in oral, pictorial, or written form by organizing ideas;	• Prewrite Mapping ***Classroom Playlist*** • TEKS: K: Writing: Word Map Ideas	
TEKS.ELA.K.10.C revise drafts by adding details in pictures or words;	• Revise Add Details ***Classroom Playlist*** • TEKS: K: Writing: Add Details	• [Editing](#)
TEKS.ELA.K.10.D edit drafts with adult assistance using standard English conventions, including: **TEKS.ELA.K.10.D.i** complete sentences;	• Song: What Is a Sentence? • Sentences ***Classroom Playlist*** • TEKS: K: Writing: Complete Sentences	
TEKS.ELA.K.10.D.ii verbs;	• Song: Verbs • Verbs ***Classroom Playlist*** • TEKS: K: Writing: Verbs	
TEKS.ELA.K.10.D.iii singular and plural nouns;	• Songs: Nouns; More Than One • Nouns • Plural Nouns ***Classroom Playlist*** • TEKS: K: Writing: Plural Nouns	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:		
TEKS.ELA.K.10.D.iv adjectives , including articles;	• Song: Adjectives Describe • Adjectives ***Classroom Playlist*** • TEKS: K: Writing: Adjectives	
TEKS.ELA.K.10.D.v prepositions;	• Song: Preposition Cat ***Classroom Playlist*** • TEKS: K: Writing: Prepositions	
TEKS.ELA.K.10.D.vi pronouns, including subjective, objective, and possessive cases;	• Song: Pronouns • Pronouns ***Classroom Playlist*** • TEKS: K: Writing: Pronouns	
TEKS.ELA.K.10.D.vii [(vi)] capitalization of the first letter in a sentence and name;	• Song: Capital Letters (Proper Nouns); What Is a Sentence? • Sentences ***Classroom Playlist*** • TEKS: K: Writing: Capitalization	• **Capitalization**
TEKS.ELA.K.10.D.viii punctuation marks at the end of declarative sentences; and	• Songs: What Is a Sentence?; Sentence Marks • Sentence Marks ***Classroom Playlist*** • TEKS: K: Writing: Punctuation	• **Punctuation**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:		
TEKS.ELA.K.10.D.ix correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	• Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Power Word • Word Pattern Spelling ***Classroom Playlist*** • TEKS: K: HFW	• Simple Phonetic Spelling
TEKS.ELA.K.10.E share writing.	Waterford provides access to a word processor feature. This teacher-led, digital tool encourages collaboration.	• Collaborative Writing
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres.		
The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS.ELA.K.11.A dictate or compose literary texts, including personal narratives; and		• Writing Narratives
TEKS.ELA.K.11.B dictate or compose informational texts.		• Writing with Facts • My Super Sticky Sandwich
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.		
The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS.ELA.K.12.A generate questions for formal and informal inquiry with adult assistance;	• Science Investigation • Ask a Question ***Classroom Playlist*** • TEKS: K: Inquiry and Research: Questions	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to continued:		
TEKS.ELA.K.12.B develop and follow a research plan with adult assistance;		• Collaborative Writing
TEKS.ELA.K.12.C gather information from a variety of sources with adult assistance;	• Prewrite Mapping • Prewrite Word Bank	• Recalling Information
TEKS.ELA.K.12.D demonstrate understanding of information gathered with adult assistance; and	• Vocab • What Comes Next? • Missing Pictures • Sum Up: Five Ws	• Recalling Information
TEKS.ELA.K.12.E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	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.	• Writing Narratives • My Super Sticky Sandwich

GRADE 1—110.3 English Language Arts and Reading

B. Knowledge and Skills

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language.

Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS.ELA.1.1.A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	• Ask a Question • Sum Up: Five Ws	• Key Details
TEKS.ELA.1.1.B follow, restate, and give oral instructions that involve a short, related sequence of actions;	While interacting with Waterford, children listen to and follow multi-step directions.	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops oral language through listening, speaking, and discussion. The student is expected to continued:		
TEKS.ELA.1.1.C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;		• **Use Relevant Details to Express Ideas and Feelings**
TEKS.ELA.1.1.D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and		• **Class Discussion**
TEKS.ELA.1.1.E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	• Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	• **Use Relevant Details to Express Ideas and Feeling**
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.		
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
TEKS.ELA.1.2.A demonstrate phonological awareness by: **TEKS.ELA.1.2.A.i** producing a series of rhyming words;	• Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Rhyming Words	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.1.2.A.ii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	• Initial Sound • Letter Sound Screening ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Initial Sounds	
TEKS.ELA.1.2.A.iii distinguishing between long and short vowel sounds in 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 ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Long and Short Vowel Sounds	• **Long vs. Short Vowel Sounds**
TEKS.ELA.1.2.A.iv recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	• Blend Every Sound (Phonemes) • Phoneme Segmentation • Barnyard Bash • Circus Clown Climbers • Change One Sound • One, Two, Three Sounds ***Classroom Playlist*** • TEKS: Phonological Awareness: Change a Sound • TEKS: Phonological Awareness: Phoneme Substitution	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.1.2.A.v blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	• Find the Picture • Blending • Blending Riddles • Blend Every Sound (Phonemes) • Blending Dragon • Blend Phonemes ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Blend Phonemes:	
TEKS.ELA.1.2.A.vi manipulating phonemes within base words; and	• Circus Clown Climbers • Barnyard Bash • Change One Sound ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Base Words	
TEKS.ELA.1.2.A.vii segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	• Where Is the Sound? • Phoneme Segmentation ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Phoneme Segmentation	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.1.2.B demonstrate and apply phonetic knowledge by: **TEKS.ELA.1.2.B.i** decoding words in isolation and in context by applying common letter sound correspondences;	• Songs: C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Charley Chick; Where is a Whale? • Fast Word Fun • Sound Room-Digraphs • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace ***Classroom Playlist*** • TEKS: Decode and Spell Words:	• **Single Syllable Letter Patterns**
TEKS.ELA.1.2.B.ii decoding words with initial and final consonant blends, digraphs, and trigraphs;	• Songs: C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Charley Chick; Where is a Whale? • Fast Word Fun • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace ***Classroom Playlist*** • TEKS: Decode and Spell Words:	• **Spelling-Sound Correspondences**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Construction • Word Pattern • Word Blending • Fast Word Fun • Mystery Words ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Decode:	• **Long Vowel Words Ending in E**
TEKS.ELA.1.2.B.iv using knowledge of base words to decode common compound words and contractions;	• Song: Compound Words; Contraction Action Syllable • Compound Words • Identify Compound Words • Contractions ***Classroom Playlist*** • TEKS: Phonological Awareness: Compound Words • TEKS: Phonological Awareness: Contractions	• **Two Syllable Letter Patterns**
TEKS.ELA.1.2.B.v decoding words with inflectional endings, including -ed, -s, and -es; and	• 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 ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Inflectional Ending: -s and -es • TEKS: Phonological Awareness: Suffixes	• **Inflectional Endings**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.1.2.B.vi identifying and reading at least 100 high-frequency words from a research-based list;	• Traditional Tales • Informational Books • Readable Walk-Through • Readable Books (See titles at end of document.) ***Classroom Playlist*** • TEKS: Foundational Skills: HFW:	
TEKS.ELA.1.2.C demonstrate and apply spelling knowledge by: **TEKS.ELA.1.2.C.i** spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Word Construction • Spelling Scramble • Word Pattern Spelling • Build Words ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Encode:	• **Spelling-Sound Correspondences**
TEKS.ELA.1.2.C.ii spelling words with initial and final consonant blends, digraphs, and trigraphs;	• Spelling Scramble • Word Pattern Spelling ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Digraphs and Trigraphs	• **Spelling-Sound Correspondences**
TEKS.ELA.1.2.C.iii spelling words using sound-spelling patterns; and	• Spelling Scramble • Word Pattern Spelling • Word Construction ***Classroom Playlist*** • TEKS: Decode and Spell Words:	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.1.2.C.iv spelling high-frequency words from a research-based list;	• Power Word ***Classroom Playlist*** • TEKS: Foundational Skills: HFW:	
TEKS.ELA.1.2.D demonstrate print awareness by identifying the information that different parts of a book provide;	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	• **Locating Key Facts**
TEKS.ELA.1.2.E alphabetize a series of words to the first or second letter and use a dictionary to find words; and	• Songs: ABC Order; Reading Detective (Build Vocab) • Alphabetic Order ***Classroom Playlist*** • TEKS: 1: Phonological Awareness: Alphabetic Order	• **Using Glossaries and Dictionaries**
TEKS.ELA.1.2.F develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	All writing activities provide an opportunity for students to produce grade-appropriate text using legible writing.	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.		
The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS.ELA.1.3.A use a resource such as a picture dictionary or digital resource to find words;	• Song: Reading Detective	
TEKS.ELA.1.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses newly acquired vocabulary expressively. The student is expected to continued:		
TEKS.ELA.1.3.C identify the meaning of words with the affixes -s, -ed, and -ing; and	• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Double the Fun • Suffixes ***Classroom Playlist*** • TEKS: Phonological Awareness: Double the Fun • TEKS: Phonological Awareness: Suffixes	• **Cluing of Frequently Occurring Affixes**
TEKS.ELA.1.3.D identify and use words that name actions, directions, positions, sequences, categories, and locations.	• Songs: Preposition Cat; Nouns; Verbs; Adjectives Describe; It Happened Yesterday • Nouns • Verbs • Past Tense Verbs • Adjectives ***Classroom Playlist*** • TEKS: Language Conventions: Verbs • TEKS: Language Conventions: Nouns • TEKS: Language Conventions: Plural Nouns • TEKS: Language Conventions: Past Tense Verbs	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency		
The student reads grade-level text with fluency and comprehension.		
TEKS.ELA.1.4 The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.) • Expression: Exclamations; Phrases; Quotations; Questions; Pauses • Fluency Speed	• **Reading Check**

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Texas Standards	Waterford Digital Activities	Waterford Resources
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.		
The student reads grade-appropriate texts independently.		
TEKS.ELA.1.5 The student is expected to self-select text and interact independently with text for increasing periods of time.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	• **Reading Check**
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.		
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS.ELA.1.6.A establish purpose for reading assigned and self-selected texts with adult assistance;	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	• **Reading Check**
TEKS.ELA.1.6.B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	• Ask a Question • Sum Up: Five Ws • Peek at the Story ***Classroom Playlist*** • TEKS: 1: Comprehension Skills: Ask Questions:	• **Key Details**
TEKS.ELA.1.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	• Peek at the Story • Check My Prediction ***Classroom Playlist*** • TEKS: 1: Comprehension Skills: Make Predictions:	• **Locating Key Facts**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to continued:		
TEKS.ELA.1.6.D create mental images to deepen understanding with adult assistance;	• Build Knowledge • Making Connections • Imagine Beyond ***Classroom Playlist*** • TEKS: Comprehension: Connections:	• **Feelings and Senses**
TEKS.ELA.1.6.E make connections to personal experiences, ideas in other texts, and society with adult assistance;	• Build Knowledge • Making Connections • Describe Characters • Compare Characters ***Classroom Playlist*** • TEKS: Comprehension: Connections:	• **Connecting Ideas**
TEKS.ELA.1.6.F make inferences and use evidence to support understanding with adult assistance;	• Build Knowledge • Making Connections • Sum Up: Five Ws • Sum Up: Remember Order • Peek At the Story • Describe Characters • Imagine Beyond ***Classroom Playlist*** • TEKS: Comprehension Skills: Key Details:	
TEKS.ELA.1.6.G evaluate details to determine what is most important with adult assistance;	• Describe Characters • Compare Characters ***Classroom Playlist*** • TEKS: Comprehension Skills: Key Details:	• **Identifying the Main Topic** • **Mr. Lucky Straw**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to continued:		
TEKS.ELA.1.6.H synthesize information to create new understanding with adult assistance; and	• Build Knowledge • Making Connections ***Classroom Playlist*** • TEKS: Comprehension Skills: Key Details:	
TEKS.ELA.1.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	• Build Knowledge • Ask a Question ***Classroom Playlist*** • TEKS: Comprehension Skills: Key Details:	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.		
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS.ELA.1.7.A describe personal connections to a variety of sources;	• Making Connections ***Classroom Playlist*** • TEKS: Comprehension: Connections:	
TEKS.ELA.1.7.B write brief comments on literary or informational texts;		• **Writing with Opinions**
TEKS.ELA.1.7.C use text evidence to support an appropriate response;	• Recall Details • Sum Up: Remember Order • Sum Up: Five Ws ***Classroom Playlist*** • TEKS: Comprehension Skills: Retell in Order:	• **Key Details**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to *continued*:		
TEKS.ELA.1.7.D retell texts in ways that maintain meaning;	• Recall Details • Sum Up: Remember Order • Sum Up: Five Ws ***Classroom Playlist*** • TEKS: Comprehension Skills: Retell in Order:	• **Story Retelling**
TEKS.ELA.1.7.E interact with sources in meaningful ways such as illustrating or writing; and		• **Writing with Facts**
TEKS.ELA.1.7.F respond using newly acquired vocabulary as appropriate.	• Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements.		
The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS.ELA.1.8.A discuss topics and determine theme using text evidence with adult assistance;	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	• **Identifying the Main Topic**
TEKS.ELA.1.8.B describe the main character(s) and the reason(s) for their actions;	• Describe Characters • Compare Characters ***Classroom Playlist*** • TEKS: Literary Elements: Map the Story:	• **Describe the Story**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to *continued*:		
TEKS.ELA.1.8.C describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.) • Recall Details • Sum Up: Remember Order • Sum Up: Five Ws ***Classroom Playlist*** • TEKS: Literary Elements: Map the Story:	
TEKS.ELA.1.8.D describe the setting.	• Recall Details • Peek at the Story • Map the Story • Check My Prediction ***Classroom Playlist*** • TEKS: Literary Elements: Map the Story:	• **Describe the Story**
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres.		
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS.ELA.1.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	• Traditional Tales (See titles at end of document.)	• **Information vs Story**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to continued:		
TEKS.ELA.1.9.B discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	• Sing a Rhyme Songs/Books (See titles at end of document.)	• Rhythm
TEKS.ELA.1.9.C discuss elements of drama such as characters and setting;	• Describe Characters • Compare Characters • Sum Up: Remember Order • Traditional Tales (See titles at end of document.) ***Classroom Playlist*** • TEKS: Literary Elements: Map the Story:	• Describe the Story
TEKS.ELA.1.9.D recognize characteristics and structures of informational text, including: **TEKS.ELA.1.9.D.i** the central idea and supporting evidence with adult assistance;	• Recall Details • Informational Books (See titles at end of document.)	• Identifying the Main Topic • Key Details Informational
TEKS.ELA.1.9.D.ii features and simple graphics to locate or gain information; and	• Informational Books (See titles at end of document.)	• Pulling Information from a Picture or Text
TEKS.ELA.1.9.D.iii organizational patterns such as chronological order and description with adult assistance;	• Informational Books (See titles at end of document.) • What Comes Next?	• Animal Bodies • The Gingerbread Man • Goldilocks and the Three Bears
TEKS.ELA.1.9.E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	• Informational Books (See titles at end of document.)	• Writing with Opinions

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to continued:		
TEKS.ELA.1.9.F recognize characteristics of multimodal and digital texts.	All online books and digital text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The multimodal books and lessons highlight text for the learner, as the narrator speaks, which helps show the sequence of print. Vocabulary support provides slower pronunciation with pop-up definition and illustration.	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.		
The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS.ELA.1.10.A discuss the author's purpose for writing text;	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	• Information vs Story • Key Details Informational
TEKS.ELA.1.10.B discuss how the use of text structure contributes to the author's purpose;	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	• Information vs Story
TEKS.ELA.1.10.C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	• Describe the Story
TEKS.ELA.1.10.D discuss how the author uses words that help the reader visualize; and	• Traditional Tales • Informational Books • Readable Books (See titles at end of document.)	• Feelings and Senses

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to *continued*:		
TEKS.ELA.1.10.E listen to and experience first- and third-person texts	Waterford online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples of first or third person, while exposing them to adult, child, or character voices.	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process.		
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS.ELA.1.11.A plan a first draft by generating ideas for writing such as by drawing and brainstorming	• Prewrite Mapping: Word Bank • Writing Introduction ***Classroom Playlist*** • TEKS: 1: Writing: Mapping	
TEKS.ELA.1.11.B develop drafts in oral, pictorial, or written form by: **TEKS.ELA.1.11.B.i** organizing with structure; and	• First Draft	• **Writing Narratives**
TEKS.ELA.1.11.B.ii developing an idea with specific and relevant details;	• Revise Add Details ***Classroom Playlist*** • TEKS: 1: Writing: Adding Detail	• **Writing Narratives**
TEKS.ELA.1.11.C revise drafts by adding details in pictures or words;	• Revise Add Details ***Classroom Playlist*** • TEKS: 1: Writing: Adding Detail	• **Writing Narratives**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to *continued*:		
TEKS.ELA.1.11.D edit drafts using standard English conventions, including: **TEKS.ELA.1.11.D.i** complete sentences with subject-verb agreement;	• Song: What Is a Sentence?; It Happened Yesterday; Nouns; More Than One • Sentences • Plural Nouns • Past Tense Verbs • Nouns • Verbs • Revise Start Sentences Differently ***Classroom Playlist*** • TEKS: Writing: Sentences	• Singular And Plural Nouns • Editing
TEKS.ELA.1.11.D.ii past and present verb tense;	• Song: It Happened Yesterday • Past Tense Verbs ***Classroom Playlist*** • TEKS: Language Conventions: Verbs • TEKS: Language Conventions: Past Tense Verbs	• Verbs
TEKS.ELA.1.11.D.iii singular, plural, common, and proper nouns;	• Songs: Capital Letters; More Than One; Nouns • Plural Nouns ***Classroom Playlist*** • TEKS: Language Conventions: Nouns • TEKS: Language Conventions: Plural Nouns	• Nouns

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:		
TEKS.ELA.1.11.D.iv adjectives, including articles	• Song: Adjectives Describe • Adjectives ***Classroom Playlist*** • TEKS: Language Conventions: Adjectives	• **Adjectives**
TEKS.ELA.1.11.D.v adverbs that convey time;	• Song: Adverbs • Adverbs ***Classroom Playlist*** • TEKS: Language Conventions: Adverbs	
TEKS.ELA.1.11.D.vi prepositions;	• Song: Preposition Cat ***Classroom Playlist*** • TEKS: Language Conventions: Prepositions	• **Prepositions**
TEKS.ELA.1.11.D.vii pronouns, including subjective, objective, and possessive cases	• Song: Pronouns • Pronouns ***Classroom Playlist*** • TEKS: Language Conventions: Pronouns	• **Pronouns**
TEKS.ELA.1.11.D.viii capitalization for the beginning of sentences and the pronoun "I";	• Song: Capital Letters ***Classroom Playlist*** • TEKS: Language Conventions: Capitalization	• **Capitalization**
TEKS.ELA.1.11.D.ix punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	• Song What Is a Sentence? • Sentences • Sentence Marks ***Classroom Playlist*** • TEKS: Language Conventions: End Punctuation	• **Punctuation**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:		
TEKS.ELA.1.11.D.x correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and	• Spelling Scramble • Word Pattern Spelling • Power Word • Spell and Blend • Say and Trace • Double the Fun ***Classroom Playlist*** • TEKS: Foundational Skills: HFW:	• **Spelling-Sound Correspondences**
TEKS.ELA.1.11.E publish and share writing.	• Word Processor	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres.		
The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS.ELA.1.12.A dictate or compose literary texts, including personal narratives and poetry;		• **Writing Narratives**
TEKS.ELA.1.12.B dictate or compose informational texts, including procedural texts; and		• **Writing with Facts** • **Animal Bodies**
TEKS.ELA.1.12.C dictate or compose correspondence such as thank you notes or letters .	• Book: Today I Write a Letter	• **Jane Goodall**

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Texas Standards	Waterford Digital Activities	Waterford Resources
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.		
The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS.ELA.1.13.A generate questions for formal and informal inquiry with adult assistance;	• Ask a Question	
TEKS.ELA.1.13.B develop and follow a research plan with adult assistance;	• Prewrite	• **Collaborative Writing**
TEKS.ELA.1.13.C identify and gather relevant sources and information to answer the questions with adult assistance;	• Informational Books (See titles at end of document.)	• **The Writing Process** • **Animal Bodies**
TEKS.ELA.1.13.D demonstrate understanding of information gathered with adult assistance; and		• **Reading Check**
TEKS.ELA.1.13.E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	• Word Processor	• **The Writing Process**

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Texas Standards	Waterford Digital Activities	Waterford Resources
Grade 2—110.4 English Language Arts and Reading		
B. Knowledge and Skills		
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language.		
The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS.ELA.2.1 listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	• Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Compare Characters • Map the Story	• **Who, What, Where, When, and Why**
TEKS.ELA.2.1.B follow, restate, and give oral instructions that involve a short, related sequence of actions;	While interacting with Waterford, children listen to and follow multi-step directions.	
TEKS.ELA.2.1.C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;		• **Storytelling**
TEKS.ELA.2.1.D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and		• **Class Discussion**
TEKS.ELA.2.1.E develop social communication such as distinguishing between asking and telling.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• **Class Discussion**

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Texas Standards	Waterford Digital Activities	Waterford Resources
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.		
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
TEKS.ELA.2.2.A demonstrate phonological awareness by: **TEKS.ELA.2.2.A.i** producing a series of rhyming words;	• Rhyme • Rhyme Match • Rhyming Words • One Doesn't Rhyme • Finish the Picture • Sing a Rhyme Songs/Books (See titles at end of document.) ***Classroom Playlist*** • TEKS: 2: Foundational Language Skills: Rhyming	
TEKS.ELA.2.2.A.ii distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Apples and Bananas ***Classroom Playlist*** • TEKS: Decode and Spell Words:	• **Long vs. Short Vowel Sounds**
TEKS.ELA.2.2.A.iii recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	• Blending Riddles • Circus Clown Climbers • Barnyard Bash ***Classroom Playlist*** • TEKS: Phonological Awareness: Change a Sound • TEKS: Phonological Awareness: Phoneme Substitution	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.2.2.A.iv manipulating phonemes within base words;	• Blending Riddles • Circus Clown Climbers • Barnyard Bash **Classroom Playlist** • TEKS: Phonological Awareness: Base Words	
TEKS.ELA.2.2.B demonstrate and apply phonetic knowledge by: **TEKS.ELA.2.2.B.i** decoding words with short, long, or variant vowels, trigraphs, and blends;	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse **Classroom Playlist** • TEKS: Decode and Spell Words:	• **Long vs. Short Vowel Sounds**
TEKS.ELA.2.2.B.ii decoding words with silent letters such as knife and gnat;		• **Inconsistent Words**
TEKS.ELA.2.2.B.iii decoding multi-syllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Word Recognition • Readable Word Play • Guess the Word • Mystery Words **Classroom Playlist** • TEKS: 2: Foundational Language Skills: Multi-Syllable Words:	• **Two Syllable Letter Patterns**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.2.2.B.iv decoding compound words, contractions, and common abbreviations;	• Song: Contraction Action • Compound Words ***Classroom Playlist*** • TEKS: Phonological Awareness: Compound Words • TEKS: Phonological Awareness: Contractions	
TEKS.ELA.2.2.B.v decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	• Readable Books (See titles at end of document.) ***Classroom Playlist*** • TEKS: 2: Foundational Language Skills: Multi-Syllable Words:	
TEKS.ELA.2.2.B.vi decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	• Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Prefixes • Suffixes • Comparatives • Change Y to I ***Classroom Playlist*** • TEKS: Phonological Awareness: Prefixes • TEKS: Phonological Awareness: Suffixes	• **Prefix and Suffix**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.2.2.B.vii identifying and reading high-frequency words from a research-based list;	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) ***Classroom Playlist*** • TEKS: Foundational Skills: HFW:	
TEKS.ELA.2.2.C demonstrate and apply spelling knowledge by: **TEKS.ELA.2.2.C.i** spelling one-syllable and multi-syllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Make and Spell • All-Star Spelling • Guess the Word • Mystery Words • Spelling Game • Spelling Instruction • Word Recognition • Spell and Blend • Spelling Scramble ***Classroom Playlist*** • TEKS: Decode and Spell Words:	• **Spelling-Sound Correspondences**
TEKS.ELA.2.2.Cii spelling words with silent letters such as knife and gnat;	• Song: Silent Letters (K and G) • Make and Spell • Spelling Game • Spelling Scramble ***Classroom Playlist*** • TEKS: Phonological Awareness: Silent K and G	• **Inconsistent Words**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to continued:		
TEKS.ELA.2.2.C.iii spelling compound words, contractions, and common abbreviations;	• Compound Words • Contraction Action ***Classroom Playlist*** • TEKS: Phonological Awareness: Compound Words • TEKS: Phonological Awareness: Contractions	
TEKS.ELA.2.2.C.iv spelling multisyllabic words with multiple sound-spelling patterns;	• Spell Using the Six Syllable Types • Spelling Scramble • Build r-Controlled Syllable Words • Syllable ***Classroom Playlist*** • TEKS: Phonological Awareness: Compound Words	
TEKS.ELA.2.2.C.v spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	• Syllable Deletion with Compound Word • Spell Using the Six Syllable Types ***Classroom Playlist*** • TEKS: Phonological Awareness: Syllable Deletion	
TEKS.ELA.2.2.C.vi spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;	• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes • Spelling ***Classroom Playlist*** • TEKS: Phonological Awareness: Prefixes • TEKS: Phonological Awareness: Suffixes • TEKS: 2: Phonological Awareness: Comparative Suffixes	• **Prefix and Suffix**

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Texas Standards	Waterford Digital Activities	Waterford Resources
TEKS.ELA.2.2.D alphabetize a series of words and use a dictionary or glossary to find words; and	• Song: ABC Order; Reading Detective • Alphabetic Order	
TEKS.ELA.2.2.E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.		
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.		
The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS.ELA.2.3.A use print or digital resources to determine meaning and pronunciation of unknown words;	Online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	• Find the Meaning of a Word
TEKS.ELA.2.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words;	• Build Vocabulary	
TEKS.ELA.2.3.C identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes ***Classroom Playlist*** • TEKS: Phonological Awareness: Prefixes • TEKS: Phonological Awareness: Suffixes • TEKS: 2: Phonological Awareness: Comparative Suffixes	• Adding Prefixes to Known Words • Using the Root Word to Determine Meaning

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses newly acquired vocabulary expressively. The student is expected to _continued_:		
TEKS.ELA.2.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	• Songs: Synonym Tree; Antonym Ant: Homophone Monkey • Synonyms • Antonyms • Homophones **_Classroom Playlist_** • TEKS: 2: Phonological Awareness: Synonyms • TEKS: 2: Phonological Awareness: Antonyms • TEKS: 2: Phonological Awareness: Homophones	• **Identify New Meanings for Words**
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency.		
The student reads grade-level text with fluency and comprehension.		
TEKS.ELA.2.4The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.	• Expression: Pauses; Exclamations; Quotations; Questions • Fluency: Speed; Comprehension	• **Fluency Check**
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.		
The student reads grade-appropriate texts independently		
TEKS.ELA.2.5 The student is expected to self-select text and read independently for a sustained period of time.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.)	
(6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts.		
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS.ELA.2.6.A establish purpose for reading assigned and self-selected texts;	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.)	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to continued:		
TEKS.ELA.2.6.B generate questions about text before, during, and after reading to deepen understanding and gain information;	• Fluency Comprehension • Ask a Question • Sum Up: Five Ws	• **Picture Talk**
TEKS.ELA.2.6.C make and correct, or confirm predictions using text features, characteristics of genre, and structures;	• Songs: Reading Detective (Peek at the Story/Check My Prediction) • Peek at the Story • Check My Prediction ***Classroom Playlist*** • TEKS: 2. Comprehension Skills: Predictions:	
TEKS.ELA.2.6.D create mental images to deepen understanding;	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water ***Classroom Playlist*** • TEKS: Comprehension: Connections:	• **Clarifying with Pictures** • **Poetry Book**
TEKS.ELA.2.6.E make connections to personal experiences, ideas in other texts, and society;	• Step Into the Story • Making Connections ***Classroom Playlist*** • TEKS: Comprehension: Connections:	
TEKS.ELA.2.6.F make inferences and use evidence to support understanding;	• Fluency Comprehension ***Classroom Playlist*** • TEKS: 2: Comprehension Skills: Inferential:	• **Who, What, Where, When and Why**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to continued:		
TEKS.ELA.2.6.G evaluate details to determine key ideas;	• Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Map the Story ***Classroom Playlist*** • TEKS: Comprehension Skills: Key Details:	• **Key Details**
TEKS.ELA.2.6.H synthesize information to create new understanding; and	• Song: Reading Detective (Build Vocabulary) • Build Knowledge • Build Vocabulary • Informational Books (See titles at end of document.) ***Classroom Playlist*** • TEKS: Comprehension Skills: Key Details:	
TEKS.ELA.2.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.		• **Gathering Additional Information Through Questions**
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.		
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS.ELA.2.7.A describe personal connections to a variety of sources;	• Making Connections ***Classroom Playlist*** • TEKS: Comprehension: Connections:	• **Recalling Information**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to continued:		
TEKS.ELA.2.7.B write brief comments on literary or informational texts that demonstrate an understanding of the text;	• Writing Introduction • Word Processor • Prewrite • First Draft • Revise	• Writing with Facts
TEKS.ELA.2.7.C use text evidence to support an appropriate response;	• Writing Introduction • Word Processor • Prewrite • First Draft • Revise ***Classroom Playlist*** • TEKS: Comprehension Skills: Retell in Order:	• Recalling Information
TEKS.ELA.2.7.D retell and paraphrase texts in ways that maintain meaning and logical order;	• Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • Map the Story ***Classroom Playlist*** • TEKS: Comprehension Skills: Retell in Order:	• Moral of the Story • The Snow Lion: A Chinese Tale
TEKS.ELA.2.7.E interact with sources in meaningful ways such as illustrating or writing; and	• Writing Introduction • Word Processor • Prewrite • First Draft • Revise	• Recalling Information • I Met a Monster • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda
TEKS.ELA.2.7.F respond using newly acquired vocabulary as appropriate.	• Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	• Using Words

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Texas Standards	Waterford Digital Activities	Waterford Resources
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements		
The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS.ELA.2.8.A discuss topics and determine theme using text evidence with adult assistance;	• Read-Along Books • Informational Books (See titles at end of document.)	• **Moral of the Story**
TEKS.ELA.2.8.B describe the main character's (characters') internal and external traits;	• Song: Reading Detective (Compare Characters) • Compare Characters • Describe Characters ***Classroom Playlist*** • TEKS: Literary Elements: Map the Story:	• **How Are Characters Affected by Story Events** • **The Snow Lion: A Chinese Tale**
TEKS.ELA.2.8.C describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	• Read-Along Books • Informational Books (See titles at end of document.) ***Classroom Playlist*** • TEKS: Literary Elements: Map the Story:	• **Understanding Characters, Setting, or Plot**
TEKS.ELA.2.8.D describe the importance of the setting.	• Map the Story • Peek at the Story • Check My Prediction ***Classroom Playlist*** • TEKS: Literary Elements: Map the Story:	• **Who, What, Where, When, and Why**

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Texas Standards	Waterford Digital Activities	Waterford Resources
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres		
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS.ELA.2.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;	• Read-Along Books • Informational Books • Traditional Tales (See titles at end of document.)	• Moral of the Story
TEKS.ELA.2.9.B explain visual patterns and structures in a variety of poems;	• Books: Poetry Book 1; Poetry Book 2	• Rhythm • Stories and Poetry • Poetry Book
TEKS.ELA.2.9.C discuss elements of drama such as characters, dialogue, and setting;	• Compare Characters • Map the Story • Sum Up: Remember Order • Peek at the Story • Check My Prediction ***Classroom Playlist*** • TEKS: Literary Elements: Map the Story:	• Understanding Characters, Setting, or Plot
TEKS.ELA.2.9.D recognize characteristics and structures of informational text, including: **TEKS.ELA.2.9.D.i** the central idea and supporting evidence with adult assistance;	• Informational Books (See titles at end of document.)	• Identify the Main Topic • Moral of the Story
TEKS.ELA.2.9.D.ii features and graphics to locate and gain information; and	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water	• Locating Key Facts
TEKS.ELA.2.9.D.iii organizational patterns such as chronological order and cause and effect stated explicitly;	• Sum Up: Remember Order	

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to continued:		
TEKS.ELA.2.9.E recognize characteristics of persuasive text, including; **TEKS.ELA.2.9.E.i** stating what the author is trying to persuade the reader to think or do; and		• Identify the Main Purpose of a Text
TEKS.ELA.2.9.E.ii distinguishing facts from opinion; and		• Writing with Opinions • Writing with Facts
TEKS.ELA.2.9.F recognize characteristics of multimodal and digital texts.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The multimodal books and lessons highlight text for the learner, as the narrator speaks, which helps show the sequence of print. Vocabulary support provides slower pronunciation with pop-up definition and illustration.	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.		
The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS.ELA.2.10.A discuss the author's purpose for writing text;	• Informational Books (See titles at end of document.)	• Identify the Main Purpose of a Text
TEKS.ELA.2.10.B discuss how the use of text structure contributes to the author's purpose;		• Locating Key Facts
TEKS.ELA.2.10.C discuss the author's use of print and graphic features to achieve specific purposes;	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water	• Clarifying with Pictures

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to *continued*:		
TEKS.ELA.2.10.D discuss the use of descriptive, literal, and figurative language;	Waterford provides many activities for students to explore figurative language, word relationships, and meanings.	• **Poetry Book**
TEKS.ELA.2.10.E identify the use of first or third person in a text; and	Online books feature narrations that model appropriate reading behaviors such as accuracy, rate, and expression. Narrators provide students with engaging examples of first or third person, while exposing them to adult, child, or character voices.	
TEKS.ELA.2.10.F identify and explain the use of repetition.	• Sing a Rhyme Songs/ Books • Read with Me Books • Traditional Tales • Read-Along Books (See titles at end of document.)	• **Poetry Book**
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process.		
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS.ELA.2.11.A plan a first draft by generating ideas for writing such as drawing and brainstorming;	• Writing Introduction • Prewrite • Word Processor	• **Collaborative Writing**
TEKS.ELA.2.11.B develop drafts into a focused piece of writing by: **TEKS.ELA.2.11.B.i** organizing with structure; and	• Writing Introduction • Revise Stick to the Topic • Word Processor	• **Collaborative Writing**
TEKS.ELA.2.11.B.ii developing an idea with specific and relevant details;	• Revise • Word Processor	• **Collaborative Writing**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:		
TEKS.ELA.2.11.C revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	• Revise • Word Processor	• **Collaborative Writing**
TEKS.ELA.2.11.D edit drafts using standard English conventions, including: **TEKS.ELA.2.11.D.i** complete sentences with subject-verb agreement;	• Edit: Punctuation • Nonaction Verbs • Word Processor ***Classroom Playlist*** • TEKS: Writing: Sentences	
TEKS.ELA.2.11.D.ii past, present, and future verb tense;	• Songs: Verbs; Irregular Verbs; More About Verbs • Irregular Verbs • Nonaction Verbs • Word Processor ***Classroom Playlist*** • TEKS: Language Conventions: Verbs • TEKS: Language Conventions: Past Tense Verbs	
TEKS.ELA.2.11.D.iii singular, plural, common, and proper nouns;	• Songs: Nouns; Capital Letters (Proper Nouns) • Word Processor ***Classroom Playlist*** • TEKS: Language Conventions: Nouns • TEKS: Language Conventions: Plural Nouns	
TEKS.ELA.2.11.D.iv adjectives, including articles;	• Song: Adjectives Describe • Adjectives • Word Processor ***Classroom Playlist*** • TEKS: Language Conventions: Adjectives	• **Adjectives vs. Adverbs**

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Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:		
TEKS.ELA.2.11.D.v adverbs that convey time and adverbs that convey place;	• Song: Adverbs • Adverbs • Word Processor ***Classroom Playlist*** • TEKS: Language Conventions: Adverbs	• **Adjectives vs. Adverbs**
TEKS.ELA.2.11.D.vi prepositions and prepositional phrases;	• Song: Preposition Cat • Word Processor ***Classroom Playlist*** • TEKS: Language Conventions: Prepositions	
TEKS.ELA.2.11.D.vii pronouns, including subjective, objective, and possessive cases;	• Song: Pronouns • Pronouns ***Classroom Playlist*** • TEKS: Language Conventions: Pronouns	• **Reflexive Pronouns**
TEKS.ELA.2.11.D.viii coordinating conjunctions to form compound subjects and predicates;		• **Simple and Compound Sentences**
TEKS.ELA.2.11.D.ix capitalization of months, days of the week, and the salutation and conclusion of a letter;	• Songs: Capital Letters (Titles; Proper Nouns; Days; Places) • Edit Capitals ***Classroom Playlist*** • TEKS: 2: Language Conventions: Capitalize Proper Nouns	

Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary Adopted 2017 (Revised August 2019)

Waterford.org

Texas Standards	Waterford Digital Activities	Waterford Resources
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to continued:		
TEKS.ELA.2.11.D.x end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and	• Songs: What Is a Sentence?; Comma, Comma, Comma; Apostrophe Pig; Contraction Action • Edit End Punctuation • Edit Punctuation • Edit Commas ***Classroom Playlist*** • TEKS: Language Conventions: End Punctuation	
TEKS.ELA.2.11.D.xi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	• Spelling • Edit Spelling • Edit Tricky Spelling Title • Spelling Exploration • Change Y to I • All Star Spelling • Spell and Blend • Power Word ***Classroom Playlist*** • TEKS: Foundational Skills: HFW:	
TEKS.ELA.2.11.E publish and share writing.	• Writing Introduction • Word Processor • Prewrite • First Draft • Revise	• Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison

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(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres.		
The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS.ELA.2.12.A compose literary texts, including personal narratives and poetry;	• Writing Introduction • Word Processor • Prewrite • First Draft • Revise	• Writing Narratives • I Met a Monster
TEKS.ELA.2.12.B compose informational texts, including procedural texts and reports; and	• Writing Introduction • Word Processor • Play and Practice Menu • Prewrite • First Draft • Revise	• Writing With Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda
The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS.ELA.2.12.C compose correspondence such as thank you notes or letters.	• Book: Today I Write a Letter	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.		
The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS.ELA.2.13.A generate questions for formal and informal inquiry with adult assistance;		• Ask Questions
TEKS.ELA.2.13.B develop and follow a research plan with adult assistance;		• Collaborative Writing • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble

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The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to *continued*:		
TEKS.ELA.2.13.C identify and gather relevant sources and information to answer the questions;		• Recalling Information • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda
TEKS.ELA.2.13.D identify primary and secondary sources;		
TEKS.ELA.2.13.E demonstrate understanding of information gathered;		• Recalling Information
TEKS.ELA.2.13.F cite sources appropriately; and	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. This feature provides the beginning understanding needed to cite sources appropriately.	
TEKS.ELA.2.13.G use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	• Writing Introduction • Word Processor • Prewrite • First Draft • Revise	

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

Family Engagement Resources

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

Rhyming Words / A: The Apple Tree / B: Bluebird, Bluebird / C: Pat-a-Cake / D: Hey Diddle, Diddle / E: One Elephant Went Out to Play / F: The Farmer in the Dell / G: Ten Little Goldfish / H: All the Pretty Little Horses / I: Mother, Mother, I Am Ill / J: Jack and Jill / K: Three Little Kittens / L: Mary Had a Little Lamb / M: Little Miss Muffett / N: I Touch My Nose Like This (Spanish) / O: Polly, Put the Kettle On / P: This Little Pig / Q: Quack, Quack, Quack / R: Little Rabbit / 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

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