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Aligned

Alignment September 2025

**Waterford
Early Learning:
Reading**

**North Carolina ELA
Standard Course of
Study 2017
for Kindergarten, 1st,
and 2nd Grades**

This document provides a detailed alignment of **Waterford Early Learning** to **North Carolina Standard Course of Study for English Language Arts**.

Alignment Description

This document aligns North Carolina Standard Course of Study for English Language Arts to Waterford.org's digital activities and supporting resources.

Waterford Digital Activities

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

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

Waterford Resources

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

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

Waterford Curriculum Details

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

Adaptive, Individualized Learning

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

Data-Informed Instruction

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

Research-Driven Development

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

Reading Sequence

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

Math and Science Sequence

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

SmartStart Sequence

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

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North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Kindergarten		
Reading: Literature		
CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Key Details Narrative
CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.		
RL.K.2 With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Picture Clues • What Comes Next? 	<ul style="list-style-type: none"> • Story Retelling
CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> • Describe Characters • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Identify Story Elements
CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.		
RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.		<ul style="list-style-type: none"> • Feelings and Senses

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RL.K.5 Recognize common types of texts.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Readable Books (See titles at end of document.)	<ul style="list-style-type: none"> • Types of Text
CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.		
RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> • Author and Illustrator
CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures • Peek at the Story 	<ul style="list-style-type: none"> • Relationship Between Picture and Story
CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> • Compare Characters 	<ul style="list-style-type: none"> • Compare and Contrast
RL.K.10 Actively engage in group reading activities with purpose and understanding.		
RL.K.10 Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)	<ul style="list-style-type: none"> • Group Reading Activities Narrative

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Reading: Informational Text		
CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Find an Answer Sum Up, Five Ws Look Up Details Build Knowledge 	<ul style="list-style-type: none"> Key Details Informational
CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.		
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> Find an Answer Sum Up, Five Ws Sum Up, Remember Order Look at Details 	<ul style="list-style-type: none"> Identify Main Topic
CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> Making Connections Build Knowledge 	<ul style="list-style-type: none"> Connection Between Events
CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.		
RI.K.4 With prompting and support, ask and answer questions about words in a text.	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RI.K.5 Identify the front cover, back cover, and title page of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> • Parts of a Book
CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.		
RI.K.6 With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Identifying the Author and Illustrator
CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Picture Clues • Words Tell About the Pictures • Peek at the Story 	<ul style="list-style-type: none"> • Relating Pictures and Text
CCR Anchor Standard R.8—Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.K.8 Begins in grade 1.		
CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> • Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat 	<ul style="list-style-type: none"> • Find the Similarity Between Two Texts

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard R.10—Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.		
RI.K.10 Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Group Reading Activities Informational
Reading: Foundational Skills		
Print Concepts		
RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1a. Follow words from left to right, top to bottom, and page by page.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Readable Books (See titles at end of document.) • Print Concepts 	<ul style="list-style-type: none"> • Following Words
RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> • Letters Make Words • Look, Listen, and Match 	<ul style="list-style-type: none"> • Recognizing Written Words
RF.K.1c. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	<ul style="list-style-type: none"> • Understanding Spaces in Print
RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Letter Match • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Upper and Lowercase Letters

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Handwriting		
RF.K.2 Print upper- and lowercase letters.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Printing Upper- and Lowercase
Phonological Awareness		
RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3a. Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words 	<ul style="list-style-type: none"> • Rhyming Words
RF.K.3b. Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Syllable Deletion With 	<ul style="list-style-type: none"> • Segmenting Syllables
RF.K.3c. Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending Riddles • Blending Dragon 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns
RF.K.3d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<ul style="list-style-type: none"> • Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Stick 'n' Spell 	<ul style="list-style-type: none"> • Segmenting Words
RF.K.3e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Phoneme Substitution 	

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Phonics and Word Recognition		
RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.4a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound? 	
RF.K.4b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Sound Song • Sound Room • Letter Sound • Name That Letter Sound • Choose a Sound 	<ul style="list-style-type: none"> • Major Vowels
RF.K.4c. Read common high-frequency words by sight.	<ul style="list-style-type: none"> • Readable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Word 	
RF.K.4d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> • Rhyme • One Doesn't Rhyme • Finish the Picture • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound • Choose a Sound • Where is the Sound? 	

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Fluency		
RF.K.5 Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Readable Books • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • Reading Check
Writing		
CCR Anchor Standard W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W.K.1a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace 	<ul style="list-style-type: none"> • Writing with Opinions • Editing
CCR Anchor Standard W.2—Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Writing with Facts • Editing

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard W.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.</p> <p>W.K.3a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</p>	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Writing Narratives • Editing
CCR Anchor Standard W.4—Use digital tools and resources to produce and publish writing and to interact and collaborate with others.		
<p>W.K.4 With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.</p>		
CCR Anchor Standard W.5—Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
<p>W.K.5 Participate in shared investigation of grade appropriate topics and writing projects.</p>		<ul style="list-style-type: none"> • Collaborative Writing

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard W.6—Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Making Connections • Step Into the Story • Find an Answer • Build Knowledge 	<ul style="list-style-type: none"> • Recalling Information
Speaking and Listening		
CCR Anchor Standard SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1a. Follow agreed-upon rules for discussions.	Waterford Reading contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> • Speaking to Express Ideas
SL.K.1b. Continue a conversation through multiple exchanges.		<ul style="list-style-type: none"> • Conversation Building
CCR Anchor Standard SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		<ul style="list-style-type: none"> • Clarifying Information

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard SL.3—Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> Science Investigation 	<ul style="list-style-type: none"> Clarifying Information
CCR Anchor Standard SL.4 — Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly.		<ul style="list-style-type: none"> Speaking to Express Ideas
CCR Anchor Standard SL.5—Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	Waterford encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> Expressing Ideas through Pictures
Language		
CCR Anchor Standard L.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.		
L.K.1 Language Standards 1: Grammar Continuum—K-1		
Subject/Verb Agreement Use singular and plural nouns with matching verbs in basic sentences	<ul style="list-style-type: none"> Songs: Nouns; Verbs; More Than One Nouns Verbs Plural Nouns 	<ul style="list-style-type: none"> Singular and Plural Nouns
Nouns Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)	<ul style="list-style-type: none"> Songs: Nouns; More Than One Nouns Plural Nouns 	
Use common, proper, & possessive nouns	<ul style="list-style-type: none"> Songs: Nouns; Apostrophe Pig Nouns Possessive Nouns 	<ul style="list-style-type: none"> Nouns

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
L.K.1 Language Standards 1: Grammar Continuum—K-1 <i>continued</i>		
Verbs Form frequently occurring verbs	<ul style="list-style-type: none"> Songs: Verbs Verbs 	
Convey sense of time	<ul style="list-style-type: none"> Songs: Verbs; It Happened Yesterday 	
Adjectives Use frequently occurring adjectives	<ul style="list-style-type: none"> Songs: Adjectives Describe 	
Conjunctions Use frequently occurring conjunctions		<ul style="list-style-type: none"> Conjunctions
Sentences Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks 	<ul style="list-style-type: none"> Complete Sentences
Understand and use question words	<ul style="list-style-type: none"> Sum Up, Five Ws 	
Prepositions Use frequently occurring prepositions	<ul style="list-style-type: none"> Songs: Preposition Cat 	<ul style="list-style-type: none"> Prepositions
Pronouns Use personal, possessive, and indefinite pronouns	<ul style="list-style-type: none"> Songs: Pronouns 	<ul style="list-style-type: none"> Pronouns
Determiners Use Determiners		<ul style="list-style-type: none"> Determiners

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard L.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.		
L.K.2 Language Standards 2: Conventions Continuum—K-1		
Capitalization Capitalize the first word in a sentence	<ul style="list-style-type: none"> Songs: What Is a Sentence? Sentences 	<ul style="list-style-type: none"> Capitalization
Capitalize the pronoun “I”	<ul style="list-style-type: none"> Songs: Pronouns 	<ul style="list-style-type: none"> Capitalization
Capitalize dates and names of people	<ul style="list-style-type: none"> Songs: Capital Letters Edit Capitals Edit Calendar Capitals 	<ul style="list-style-type: none"> Capitalization
Punctuation Recognize end punctuation	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentence Marks 	<ul style="list-style-type: none"> Punctuation
Name end punctuation	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentence Marks 	<ul style="list-style-type: none"> Punctuation
Use end punctuation for sentences	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentence Marks 	<ul style="list-style-type: none"> Punctuation
Use commas in dates	<ul style="list-style-type: none"> Songs: Comma, Comma, Comma; Sentence Marks Edit Commas Sentence Marks 	<ul style="list-style-type: none"> Commas

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
L.K.2 Language Standards 2: Conventions Continuum—K-1 <i>continue</i>		
Spelling Write a letter or letters for most consonant and short vowel sounds	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound? • Letter Trace 	
Spell simple words phonetically, drawing on knowledge of sound-letter relationships	<ul style="list-style-type: none"> • Spell and Blend • Build CVC Syllable Words • Word Pattern Spelling • Say and Trace • Key Word Screening 	<ul style="list-style-type: none"> • Simple Phonetic Spelling
Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions	<ul style="list-style-type: none"> • Spell and Blend • Build CVC Syllable Words • Word Pattern Spelling • Say and Trace • Key Word Screening 	<ul style="list-style-type: none"> • Simple Phonetic Spelling
Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words	<ul style="list-style-type: none"> • Songs: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble 	
CCR Anchor Standard L.3—Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
L.K.3 (Begins in grade 2)		

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard L.4— Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.		
L.K.4 Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
CCR Anchor Standard L.5—Demonstrate understanding of figurative language and nuances in word meanings.		
L.K.5 With guidance and support from adults, explore nuances in word meanings. L.K.5a. Sort common objects into categories to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> • Sort • Make Comparisons 	<ul style="list-style-type: none"> • Common Object Sorting
L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> • Songs: Verbs; Adjectives Describe • Book: Opposites • Opposites • Verbs 	<ul style="list-style-type: none"> • Antonyms for Verbs and Adjective
L.K.5c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.	<ul style="list-style-type: none"> • Songs: Verbs • Verbs 	<ul style="list-style-type: none"> • Distinguish Meaning Among Verbs
CCR Anchor Standard L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.	Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.	

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Grade 1		
Reading: Literature		
CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RL.1.1 Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Traditional Tales and Stories (See titles at end of document.) • Recall Details • Ask a Question • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Key Details Narrative
CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.		
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> • Traditional Tales and Stories (See titles at end of document.) • Recall Details • Sum Up, Remember Order • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Story Retelling
CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RL.1.3 Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> • Traditional Tales and Stories (See titles at end of document.) • Describe Characters • Compare Characters • Sum Up, Remember Order • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Describe the Story
CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.		
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> • Traditional Tales and Stories • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Feelings and Senses

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RL.1.5 Explain major differences between books that tell stories and books that give information.	<ul style="list-style-type: none"> Traditional Tales and Stories Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Information vs Stories
CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.		
RL.1.6 Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> Who Is Telling the Story
CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> Traditional Tales and Stories (See titles at end of document.) Describe Characters Recall Details Sum Up, Five Ws Sum Up, Remember Order Peek at the Story 	<ul style="list-style-type: none"> Describe the Story
CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> Traditional Tales and Stories (See titles at end of document.) Describe Characters Compare Characters 	<ul style="list-style-type: none"> Character Experiences
RL.K.10 Actively engage in group reading activities with purpose and understanding.		
RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.	<ul style="list-style-type: none"> Traditional Tales and Stories Informational Books Readable Books (See titles at end of document.) Build Knowledge Imagine Beyond 	

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Reading: Informational Text		
CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.1.1 Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Recall Details • Ask a Question • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Key Details Informational
CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. RI		
RI.1.2 Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identifying the Main Topic
CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Making Connetions • Compare Characters • Build Knowledge • Recall Details 	<ul style="list-style-type: none"> • Connecting Ideas
CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.		
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration..	<ul style="list-style-type: none"> • Identify Meaning of Words and Phrases

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RI.1.5 Know and use various text features to locate key facts or information in a text.	<ul style="list-style-type: none"> • Reading Detective (Build Vocabulary) 	<ul style="list-style-type: none"> • Locating Key Facts
CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.		
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Pulling Information from a Picture or Text
CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Finding Key Information
CCR Anchor Standard R.8—Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identifying Supporting Points
CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RI.1.9 Identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Find The Similarity Between Two Texts

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard R.10—Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.		
RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Informational Reading
Reading: Foundational Skills		
Print Concepts		
RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.1a. Recognize and use capitalization and ending punctuation.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Capital Letters; Sentence Marks • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Sentence Features
Handwriting		
RF.1.2 Print all upper- and lowercase letters legibly.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Print All Upper- and Lowercase Letters
Phonological Awareness		
RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3a. Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> • Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald Has Some Vowels; Apples and Bananas; Eensy, Weensy Mouse • Letter Sound • Name That Sound 	<ul style="list-style-type: none"> • Long vs Short Vowel Sounds

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Phonological Awareness <i>continued</i>		
RF.1.3b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<ul style="list-style-type: none"> • Songs: Consonants Together • Blend Individual Phonemes • Blend Onset/Rime • Blending • Blend Every Sound • Blending Dragon • Blending Riddles • Word Blending • Find the Picture • Stick 'n' Spell • Spell and Blend 	<ul style="list-style-type: none"> • Form Words by Blending Sounds
RF.1.3c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Stick 'n' Spell • Where Is the Sound? 	<ul style="list-style-type: none"> • Segmenting Words
RF.1.3d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<ul style="list-style-type: none"> • Phoneme Segmentation 	<ul style="list-style-type: none"> • Segmenting Words into Phonemes

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Phonics and Word Recognition		
<p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Chip, Chop; Where is a Whale? • Fast Word Fun • Sound Room • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace 	<ul style="list-style-type: none"> • Spelling-Sound Correspondences
<p>RF.1.4b. Decode regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> • Songs: Blends: Consonants Together Sneaky Magic E; C and G; Key Words • Fast Word Fun • Key Word Match • Pattern Hunt • Spell and Blend • Word Pattern Spelling • Say and Trace • Key Word Screening 	<ul style="list-style-type: none"> • Single Syllable Letter Patterns

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Phonics and Word Recognition <i>continued</i>		
RF.1.4c. Know final -e and common vowel team conventions for representing long vowel sounds.	<ul style="list-style-type: none"> • Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Key Word Screening • Word Pattern • Pattern Hunt • Word Blending • Fast Word Fun 	<ul style="list-style-type: none"> • Long Vowel Words Ending In E
RF.1.4d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> • Syllables • Syllable Safari 	<ul style="list-style-type: none"> • Relationship Of Vowel To Syllable
RF.1.4e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> • Decode Syllable Words 	<ul style="list-style-type: none"> • Two-Syllable Letter Patterns
RF.1.4f. Read words with inflectional endings.	<ul style="list-style-type: none"> • Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare • The Three Sounds of -ed • Suffixes • Comparatives 	<ul style="list-style-type: none"> • Inflectional Endings
RF.1.4g. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales and Stories (See titles at end of document.) • Fast Word Fun • Power Word • Spelling Scramble 	<ul style="list-style-type: none"> • Irregularly Spelled Words

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Fluency		
RF.1.5 Read with sufficient accuracy and fluency to support comprehension. RF.1.5a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales and Stories (See titles at end of document.) • Expression Instruction • Fluency 	<ul style="list-style-type: none"> • Reading Check
RF.1.5b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Readable Books • Traditional Tales and Stories (See titles at end of document.) • Expression Instruction • Fluency 	<ul style="list-style-type: none"> • Reading Check
RF.1.5c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Songs: Look for a Clue • Rusty and Rosy's Clues 	<ul style="list-style-type: none"> • Word Recognition
Writing		
CCR Anchor Standard W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure. W.1.1a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite Word Bank; Title; Mapping • First Draft 	<ul style="list-style-type: none"> • Writing with Opinions
W.1.1b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<ul style="list-style-type: none"> • Writing Introduction • First Draft • Revise 	<ul style="list-style-type: none"> • Editing • The Writing Process (Including Proofreading Chart)

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard W.2—Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. W.1.2a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite • First Draft 	<ul style="list-style-type: none"> • Writing with Facts
W.1.2b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<ul style="list-style-type: none"> • Writing Introduction • First Draft • Revise 	<ul style="list-style-type: none"> • Editing • The Writing Process (Including Proofreading Chart)
CCR Anchor Standard W.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. W.1.3a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite • First Draft 	<ul style="list-style-type: none"> • Writing Narratives
W.1.3b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<ul style="list-style-type: none"> • Writing Introduction • First Draft • Revise 	<ul style="list-style-type: none"> • Editing • The Writing Process (Including Proofreading Chart)

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard W.4—Use digital tools and resources to produce and publish writing and to interact and collaborate with others.		
W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.		<ul style="list-style-type: none"> • Be a Bold Writer • Animal Bodies • Pat Can Camp
CCR Anchor Standard W.5—Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
W.1.5 Participate in shared research and writing projects.		<ul style="list-style-type: none"> • Collaborative Writing • The Writing Process (Including Proofreading Chart)
CCR Anchor Standard W.6—Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Making Connetions • Build Knowledge 	<ul style="list-style-type: none"> • The Writing Process

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Speaking and Listening		
CCR Anchor Standard SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1a. Follow agreed-upon rules for discussions.		<ul style="list-style-type: none"> • Class Discussion
SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		<ul style="list-style-type: none"> • Conversation Building
SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.	<ul style="list-style-type: none"> • Ask a Question 	<ul style="list-style-type: none"> • Ask Questions
CCR Anchor Standard SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Ask a Question • Recall Details • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Key Details Informational • Key Details Narrative
CCR Anchor Standard SL.3—Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		<ul style="list-style-type: none"> • Gathering Additional Information Through Questions

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard SL.4 — Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		<ul style="list-style-type: none"> • Use Relevant Details to Express Ideas and Feelings
CCR Anchor Standard SL.5—Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Creating Stories
Language		
CCR Anchor Standard L.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.		
L.1.1 Language Standards 1: Grammar Continuum—K-1		
Subject/Verb Agreement Use singular and plural nouns with matching verbs in basic sentences	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Nouns; Verbs; More Than One • Nouns • Verbs • Plural Nouns 	<ul style="list-style-type: none"> • Singular and Plural Nouns
Nouns Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)	<ul style="list-style-type: none"> • Songs: Nouns; More Than One • Nouns • Plural Nouns 	
Use common, proper, & possessive nouns	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Nouns • Nouns • Possessive Nouns 	<ul style="list-style-type: none"> • Nouns

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
L.1.1 Language Standards 1: Grammar Continuum—K-1 <i>continued</i>		
Verbs Form frequently occurring verbs	<ul style="list-style-type: none"> Songs: Verbs Verbs 	
Convey sense of time	<ul style="list-style-type: none"> Songs: It Happened Yesterday; Verbs Verbs Past Tense Verbs 	<ul style="list-style-type: none"> Verbs
Adjectives Use frequently occurring adjectives	<ul style="list-style-type: none"> Songs: Adjectives Describe Adjectives 	<ul style="list-style-type: none"> Adjectives
Conjunctions Use frequently occurring conjunctions		<ul style="list-style-type: none"> Conjunctions
Adverbs	<ul style="list-style-type: none"> Songs: Adverbs Adverbs 	<ul style="list-style-type: none"> Adjectives and Adverbs
Sentences Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks 	<ul style="list-style-type: none"> Simple and Compound Sentences
Understand and use question words	<ul style="list-style-type: none"> Sum Up, Five Ws Ask a Question 	
Prepositions Use frequently occurring prepositions	<ul style="list-style-type: none"> Songs: Preposition Cat 	<ul style="list-style-type: none"> Prepositions
Pronouns Use personal, possessive, and indefinite pronouns	<ul style="list-style-type: none"> Songs: Pronouns Pronouns 	<ul style="list-style-type: none"> Pronouns
Determiners Use Determiners		<ul style="list-style-type: none"> Determiners

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard L.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.		
L.1.1 Language Standards 2: Conventions Continuum—K-1		
Capitalization Capitalize the first word in a sentence	<ul style="list-style-type: none"> Songs: What Is a Sentence? Sentences 	<ul style="list-style-type: none"> Capitalization
Capitalize the pronoun “I”		<ul style="list-style-type: none"> Capitalization
Capitalize dates and names of people	<ul style="list-style-type: none"> Songs: Capital Letters (Proper Nouns)(Days) Edit Capitals Edit Calendar Capitals 	<ul style="list-style-type: none"> Capitalization
Punctuation Recognize end punctuation	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks Edit End Punctuation 	<ul style="list-style-type: none"> Punctuation
Name end punctuation	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks Edit End Punctuation 	<ul style="list-style-type: none"> Punctuation
Use end punctuation for sentences	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Sentence Marks Sentences Sentence Marks Edit End Punctuation 	<ul style="list-style-type: none"> Punctuation
Use commas in dates	<ul style="list-style-type: none"> Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks Edit Commas Sentence Marks 	<ul style="list-style-type: none"> Commas

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
L.1.1 Language Standards 2: Conventions Continuum—K-1 <i>continued</i>		
Spelling Write a letter or letters for most consonant and short vowel sounds	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace • Name That Letter Sound • Choose a Sound • Where is the Sound? 	<ul style="list-style-type: none"> • Write Consonants and Short-Vowels
Spell simple words phonetically, drawing on knowledge of sound-letter relationships	<ul style="list-style-type: none"> • Letter Sound • Spelling Scramble • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Word Pattern Spelling • Build CVC Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words • Spell Using the Six Syllable Types 	<ul style="list-style-type: none"> • Simple Phonetic Spelling
Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions	<ul style="list-style-type: none"> • Letter Sound • Spelling Scramble • Spell and Blend • Word Blending • Word Pattern • Say and Trace • Word Pattern Spelling • Build CVC Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words • Spell Using the Six Syllable Types 	<ul style="list-style-type: none"> • Spelling-Sound Correspondences

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
L.1.1 Language Standards 2: Conventions Continuum—K-1 <i>continued</i>		
Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words	<ul style="list-style-type: none"> Songs: Double the Fun Double the Fun Word Pattern Spell and Blend Word Blending Say and Trace Spelling Scramble 	
CCR Anchor Standard L.3—Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
L.1.3 (Begins in grade 2)		
CCR Anchor Standard L.4— Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.		
L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.	<ul style="list-style-type: none"> Songs: Look for a Clue Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> Identify Meaning of Words and Phrases
CCR Anchor Standard L.5—Demonstrate understanding of figurative language and nuances in word meanings.		
L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings. L.1.5a. Sort words into categories to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> Book: The Birds, the Beast, and the Bat Sort 	<ul style="list-style-type: none"> Sorting Common Objects into Categories

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard L.5—Demonstrate understanding of figurative language and nuances in word meanings <i>continued</i>.		
L.1.5b. Define words by category and by one or more key attributes.	<ul style="list-style-type: none"> • Book: The Birds, the Beast, and the Bat • Sort 	<ul style="list-style-type: none"> • Sorting Common Objects into Categories
L.1.5c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	<ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs 	<ul style="list-style-type: none"> • Distinguish Meaning Among Verbs
CCR Anchor Standard L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
Grade 2		
Reading: Literature		
CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Compare Characters • Map the Story 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.		
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Moral of the Story
CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RL.2.3 Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Map the Story • Sum Up, Five Ws 	<ul style="list-style-type: none"> • How Characters Are Affected by Story Events
CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.		
RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> • Books: Bad News Shoes; I Hate Peas; Movin' to the Music • Expression: Phrases 	<ul style="list-style-type: none"> • Rhythm
CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.	<ul style="list-style-type: none"> • Reading Detective • Sum Up, Remember Order • Map the Story 	
CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.		
RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> • Books: Why Wind and Water Fight; Three Billy Goats Gruff • Compare Characters • Expression: Quotations 	<ul style="list-style-type: none"> • Point of View

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> • Read-Along Books (See titles at end of document.) • Compare Characters • Map the Story • Peek at the Story • Check My Prediction 	<ul style="list-style-type: none"> • Understanding Characters, Setting, or Plot
CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales and Stories (See titles at end of document.) • Compare Characters 	<ul style="list-style-type: none"> • Compare and Contrast Narrative
RL.K.10 Actively engage in group reading activities with purpose and understanding.		
RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Peek at the Story • Check My Prediction • Sum Up, Five Ws • Build Knowledge • Map the Story • Fluency Comprehension 	<ul style="list-style-type: none"> • Reading Check

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Reading: Informational Text		
CCR Anchor Standard R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Peek at the Story • Check My Prediction • Compare Characters • Map the Story • Sum Up, Remember Order 	<ul style="list-style-type: none"> • Who, What, Where, When, and Why
CCR Anchor Standard R.2—Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. RI		
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify the Main Topic
CCR Anchor Standard R.3—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> • Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace • Build Knowledge 	<ul style="list-style-type: none"> • Connection Between Events
CCR Anchor Standard R.4—Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.		
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Vocab Picture Instruction • Vocab Picture Matching • Vocab Definition Sentences • Vocab Comprehension Sentences 	<ul style="list-style-type: none"> • Find the Meaning of a Word

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.	<ul style="list-style-type: none"> • Reading Detective 	<ul style="list-style-type: none"> • Locating Key Facts
CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text.		
RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Identify The Main Purpose of a Text
CCR Anchor Standard R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.2.7 Explain how specific images contribute to and clarify a text.		<ul style="list-style-type: none"> • Clarifying with Pictures
CCR Anchor Standard R.8—Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.2.8 Identify the reasons an author gives to support ideas in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Supporting Ideas with Reason
CCR Anchor Standard R.9—Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> • Books: Louis Braille and Seeing Fingers 	<ul style="list-style-type: none"> • Compare and Contrast

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard R.10—Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.		
RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Reading Check
Reading: Foundational Skills		
Handwriting		
RF.2.2 Print all upper- and lowercase letters legibly and proportionally.		<ul style="list-style-type: none"> Print All Upper-and Lowercase Letters
Phonics and Word Recognition		
RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Spelling Exploration Mystery Word Word Recognition Decode Syllable Words 	<ul style="list-style-type: none"> Long vs Short Vowel Sounds
RF.2.4b. Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse Readable Word Play Word Recognition Spell and Blend Spelling Scramble Decode Syllable Words 	<ul style="list-style-type: none"> Spelling-Sound Correspondences

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Phonics and Word Recognition <i>continued</i>		
RF.2.4c. Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> • Word Recognition • Automatic Word Recognition • Power Word • Decode Syllable Words • Decode Using the Six Syllable Types 	<ul style="list-style-type: none"> • Two-Syllable Letter Patterns
RF.2.4d. Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> • Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Prefixes • Suffixes • Comparatives • Change Y to I 	<ul style="list-style-type: none"> • Prefix and Suffix
RF.2.4e. Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> • Word Recognition • Power Word • Spelling • Spelling Exploration • All-Star Spelling • Make and Spell 	<ul style="list-style-type: none"> • Inconsistent Words
RF.2.4f. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Word 	<ul style="list-style-type: none"> • Irregularly Spelled Words

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Fluency		
RF.2.5 Read with sufficient accuracy and fluency to support comprehension. RF.2.5a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Reading Check
RF.2.5b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Expression: Phrases; Quotations; Questions; Pauses; Exclamations 	<ul style="list-style-type: none"> • Fluency Check
RF.2.5c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> • Using The Root Word to Determine Meaning
Writing		
CCR Anchor Standard W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. W.2.1a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite Word Bank; Title; Mapping • First Draft 	<ul style="list-style-type: none"> • Writing with Opinions

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence <i>continued</i>.		
W.2.1b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Editing • The Writing Process (Including Proofreading Chart)
CCR Anchor Standard W.2—Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite Word Bank; Title; Mapping • First Draft 	<ul style="list-style-type: none"> • Writing With Facts
W.2.2b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Editing • The Writing Process (Including Proofreading Chart)

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard W.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure. W.2.3a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite Word Bank; Title; Mapping • First Draft 	<ul style="list-style-type: none"> • Writing Narratives
W.2.3b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> • Writing Introduction • Prewrite Word Bank; Title; Mapping • First Draft • Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic 	<ul style="list-style-type: none"> • Editing • The Writing Process (Including Proofreading Chart)
CCR Anchor Standard W.4—Use digital tools and resources to produce and publish writing and to interact and collaborate with others.		
W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.		<ul style="list-style-type: none"> • Collaborative Writing
CCR Anchor Standard W.5—Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
W.2.5 Participate in shared research and writing projects.		<ul style="list-style-type: none"> • Collaborative Writing

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard W.6—Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.2.6 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Step Into the Story 	<ul style="list-style-type: none"> • Recalling Information
Speaking and Listening		
CCR Anchor Standard SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1a. Follow agreed-upon rules for discussions.		<ul style="list-style-type: none"> • Class Discussion
SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.		<ul style="list-style-type: none"> • Conversation Building
SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.		<ul style="list-style-type: none"> • Ask Questions
CCR Anchor Standard SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Read-Along Books • Fluency, Speed, and Comprehension Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Key Details

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard SL.3—Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		<ul style="list-style-type: none"> • Gathering Additional Information Through Questions
CCR Anchor Standard SL.4 — Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.	<ul style="list-style-type: none"> • Step Into the Story 	<ul style="list-style-type: none"> • Story Telling
CCR Anchor Standard SL.5—Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Creating Stories
Language		
CCR Anchor Standard L.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.		
L.2.1 Language Standards 1: Grammar Continuum—2-3		
Subject/Verb Agreement Ensure subject/verb agreement		<ul style="list-style-type: none"> • Singular and Plural Nouns

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
L.2.1 Language Standards 1: Grammar Continuum—2-3 <i>continued</i>		
Nouns Explain the function of nouns	<ul style="list-style-type: none"> Songs: Nouns; Plural Nouns 	<ul style="list-style-type: none"> Nouns
Use collective nouns (such as group)		
Form and use frequently occurring regular and irregular plural nouns	<ul style="list-style-type: none"> Songs: Strange Spelling Book: Moose Are Not Meese Irregular Plurals Plural Nouns 	<ul style="list-style-type: none"> Irregular Plural Nouns
Verbs Explain the function of verbs	<ul style="list-style-type: none"> Songs: Verbs Verbs 	
Form and use past tense of frequently occurring irregular verbs	<ul style="list-style-type: none"> Songs: Irregular Verbs Irregular Verbs Past Tense Verbs 	<ul style="list-style-type: none"> Past Tense Irregular Verbs
Form and use regular and irregular verbs	<ul style="list-style-type: none"> Songs: Irregular Verbs; Verbs Irregular Verbs Past Tense Verbs 	<ul style="list-style-type: none"> Past Tense Irregular Verbs
Form and use simple verb tenses	<ul style="list-style-type: none"> Songs: Verbs; It Happened Yesterday Verbs Past Tense Verbs 	<ul style="list-style-type: none"> Past Tense Irregular Verbs
Form and use the perfect verb tenses	<ul style="list-style-type: none"> Songs: Verbs; It Happened Yesterday Verbs Past Tense Verbs 	<ul style="list-style-type: none"> Past Tense Irregular Verbs
Convey sense of various times, sequences	<ul style="list-style-type: none"> Songs: Verbs; It Happened Yesterday Verbs Past Tense Verbs 	<ul style="list-style-type: none"> Past Tense Irregular Verbs

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
L.2.1 Language Standards 1: Grammar Continuum—2-3 <i>continued</i>		
Recognize inappropriate shifts in verb tense	<ul style="list-style-type: none"> Songs: Verbs; It Happened Yesterday Verbs Past Tense Verbs 	<ul style="list-style-type: none"> Past Tense Irregular Verbs
Adjectives Explain the function of adjectives	<ul style="list-style-type: none"> Songs: Adjectives Describe Adjectives 	<ul style="list-style-type: none"> Adjectives
Accurately choose which to use—adjective or adverb	<ul style="list-style-type: none"> Songs: Adverbs; Adjectives Describe Adverbs Adjectives 	<ul style="list-style-type: none"> Adjectives And Adverbs
Conjunctions Explain the function of conjunctions		<ul style="list-style-type: none"> Conjunctions
Use coordinating and subordinating conjunctions		<ul style="list-style-type: none"> Conjunctions Anansi and the Seven Yam Hills
Adverbs Accurately choose which to use—adjective or adverb	<ul style="list-style-type: none"> Songs: Adverbs; Adjectives Describe Adverbs Adjectives 	<ul style="list-style-type: none"> Adjectives And Adverbs
Explain the function of adverbs	<ul style="list-style-type: none"> Songs: Adverbs Adverbs 	
Form and use comparative adverbs	<ul style="list-style-type: none"> Songs: Large, Larger, Largest 	
Sentences Produce, expand, and rearrange simple and compound sentences		<ul style="list-style-type: none"> Simple and Compound Sentences

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
L.2.1 Language Standards 1: Grammar Continuum—2-3 <i>continued</i>		
Prepositions Explain the function of prepositions	<ul style="list-style-type: none"> Songs: Preposition Cat 	<ul style="list-style-type: none"> Prepositions
Pronouns Explain the function of pronouns	<ul style="list-style-type: none"> Songs: Pronouns Pronouns 	<ul style="list-style-type: none"> Reflexive Pronouns
Continue to use personal, possessive, and indefinite pronouns	<ul style="list-style-type: none"> Songs: Pronouns Pronouns 	<ul style="list-style-type: none"> Reflexive Pronouns
Use reflexive pronouns	<ul style="list-style-type: none"> Songs: Pronouns Pronouns 	<ul style="list-style-type: none"> Reflexive Pronouns
Determiners Correctly use a, an, and the		<ul style="list-style-type: none"> Determiners
Commonly Confused Words Correctly use common homophones	<ul style="list-style-type: none"> Songs: Homophone Monkey; To, Too, Two; There, Their, They're Homophones Edit Tricky Spellings 	
Interjections Explain the function of and use interjections		
CCR Anchor Standard L.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.		
Language Standards 2: Conventions Continuum—K-1		
Capitalization Capitalize Holidays	<ul style="list-style-type: none"> Songs: Capital Letters Edit Capitals 	<ul style="list-style-type: none"> Capitalization
Capitalize product names		<ul style="list-style-type: none"> Capitalization

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Language Standards 2: Conventions Continuum—K-1 <i>continued</i>		
Capitalize geographic names		• Capitalization
Capitalize appropriate words in titles	<ul style="list-style-type: none"> • Songs: Capital Letters • Edit Capitals 	
Use correct capitalization	<ul style="list-style-type: none"> • Songs: Capital Letters • Edit Capitals 	
Punctuation Use commas to separate single words in a series	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma • Edit Commas 	• Commas
Use commas in greetings and closings of letters	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma • Edit Commas 	
Use an apostrophe to form contractions	<ul style="list-style-type: none"> • Songs: Apostrophe Pig; Contraction Action • Contractions 	• Apostrophes
Use an apostrophe to form frequently occurring possessives	<ul style="list-style-type: none"> • Songs: Apostrophe Pig • Possessive Nouns 	• Apostrophes
Use commas in addresses	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma • Edit Commas 	
Use commas in dialogue	<ul style="list-style-type: none"> • Songs: Comma, Comma, Comma • Edit Commas 	
Form and use possessives	<ul style="list-style-type: none"> • Songs: Apostrophe Pig • Possessive Nouns 	• Apostrophes
Use quotation marks in dialogue	<ul style="list-style-type: none"> • Expression: Quotations; 	

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
Language Standards 2: Conventions Continuum—K-1 <i>continued</i>		
Spelling Use conventional spelling for high frequency and other studied words and for adding suffixes to base words	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Word • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Editing • Spell Using the Six Syllable Types 	
Use spelling patterns and generalizations (such as word families, positionbased spellings, syllable patterns, ending rules, and meaningful word parts) when writing words	<ul style="list-style-type: none"> • Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Word • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Editing 	<ul style="list-style-type: none"> • Learned Spelling Patterns
References Consult reference materials as needed to check and correct spellings	<ul style="list-style-type: none"> • Reading Detective: Build Vocabulary 	<ul style="list-style-type: none"> • Consulting Reference Materials
CCR Anchor Standard L.3—Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3a. Compare formal and informal uses of English.		<ul style="list-style-type: none"> • Uses of English

North Carolina ELA Standards	Waterford Digital Activities	Waterford Resources
CCR Anchor Standard L.4— Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.		
L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.	<ul style="list-style-type: none"> • Build Vocabulary • Rusty and Rosy's Clues • Look For a Clue 	<ul style="list-style-type: none"> • Sentence-Level Context
CCR Anchor Standard L.5—Demonstrate understanding of figurative language and nuances in word meanings.		
L.2.5 Demonstrate understanding of nuances in word meanings. a. Distinguish shades of meaning among closely related verbs and closely related adjectives.	<ul style="list-style-type: none"> • Songs: Synonym Tree; Adjectives Describe; Large, Larger, Largest • Synonyms • Adjectives 	<ul style="list-style-type: none"> • Closely Related Verbs
CCR Anchor Standard L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.	<ul style="list-style-type: none"> • Adjectives and Adverbs

Pre-Reading

Sing a Rhyme Songs & Books

The Apple Tree / Baa, Baa, Black Sheep / Pat-a-cake / Hey Diddle, Diddle / One Elephant Went Out to Play / The Farmer in the Dell / Ten Little Goldfish / All the Pretty Little Horses / Mother, Mother, I Am Ill / Jack and Jill / Three Little Kittens / Mary Had a Little Lamb / Little Miss Muffet / I Touch My Nose Like This / Polly, Put the Kettle On / This Little Pig / Quack, Quack, Quack / Rock-a-Bye Baby / Itsy Bitsy Spider / The Bus / My Valentine / Where Is Thumbkin? / 1, 2, Buckle My Shoe / Yankee Doodle / Zig Zag

Informational Books

Opposites / Pairs / Watch the Woolly Worm

Read With Me Books

Andy's Adventure / Baby's Birthday / At Camp / My Dinosaur / Eleven Elephants / Five / Go, Grasshopper / Hair / Who Has an Itch? / Jumbled / Here, Kitty, Kitty / Long Lewie / Magnifying Glass / New / Opposites / Pairs / The Quiet Book / Rascal's Rotten Day / Six Silly Sailors / Together / Under / Family Vacation / Watch the Woolly Worm / Rex Is in a Fix / Yummy / The Zebra

Early Readable Books

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

Basic Reading

Traditional Tales and Stories

The Gingerbread Man / The Little Red Hen / Lizard and the Painted Rock / Anansi and the Seven Yam Hills / The Big Mitten / The Three Little Pigs / The City Mouse and the Country Mouse / Goldilocks and the Three Bears / The Magic Porridge Pot / The Three Wishes / Henny Penny / Mr. Lucky Straw / La Tortuga / The Shoemaker and the Elves / The Brothers / The Ugly Duckling

Informational Books

I Want to Be a Scientist Like Jane Goodall / I Wish I Had Ears Like a Bat / I Want to Be a Scientist Like Wilbur and Orville Wright / I Want to Be a Scientist Like George Washington Carver / Star Pictures / Animal Bodies / Water Is All Around

Readable Books

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

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

Fluent Reading

Read-Along Books

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

Informational Books

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

Readable Books

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

Readable Story Sentences

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



Support

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

Research-Driven Development

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

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

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

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 Family

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