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Alignment
November 2025

100%
Aligned

Waterford Early Learning: Reading K-2

Georgia's English Language Arts Standards 2025

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

This document provides a detailed alignment of **Waterford Early Learning** to **Georgia's English Language Arts Standards 2025.**

Alignment Description

This document aligns Georgia's English Language Arts Standards 2025 to Waterford. org's digital activities and supporting resources.

Waterford Digital Activities

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

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

Waterford Resources

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

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

Waterford Curriculum Details

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

Adaptive, Individualized Learning

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

Data-Informed Instruction

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

Research-Driven Development

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

Reading Sequence

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

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

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

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

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.F.CP.4: Alphabet Knowledge: Demonstrate knowledge of the alphabet.		
K.F.CP.4.a Recite the letters of the alphabet in order.	• ABC Songs • Letters Introduction	
K.F.CP.4.b Name and identify each uppercase and lowercase letter in random order.	• ABC Songs • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter	• Upper and Lowercase Letters
III. BIG IDEA: Phonics (P): Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.		
STANDARD K.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.		
K.F.P.1.a Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant.	• Sound Song • Letter Sound Screening • Name That Letter Sound	
K.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U.	• Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Sound Song • Letter Sound • Name That Letter Sound	• Major Vowels

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

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation *continued*.		
K.F.P.3.c This progression begins in 1st grade.		
K.F.P.3.d This progression begins in 1st grade.		
K.F.P.4 Decoding & Encoding with Phonics This progression begins in 3rd grade.		
IV. BIG IDEA: Fluency: Students read text aloud or silently with speed, accuracy, and expression.		
STANDARD K.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
K.F.F.1.a Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words in isolation and context with increasing automaticity, including first and last names of students and others.	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Word	
K.F.F.1.b Read familiar texts chorally with appropriate volume and rate.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	• Reading Check
K.F.F.1.c Read grade-level texts with purpose and understanding.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	• Reading Check
K.F.F.1.d This progression begins in 1st grade.		

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Georgia Standards	Waterford Digital Activities	Waterford Resources
V. BIG IDEA: Handwriting (H): Students develop print handwriting skills.		
STANDARD K.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.		
K.F.H.1.a Form all uppercase and lowercase letters.	• Letter Pictures • Letter Trace	• Printing upper and lowercase
K.F.H.1.b Form words, including first and last names.	• Name Game • Say and Trace • Letter Trace	
K.F.H.1.c Use appropriate spacing between letters, words, and sentences.	• Print Concepts	• Understanding spaces in print
STANDARD K-2.F.H.2: Transcription & Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
K.F.H.2.a Practice basic transcription skills.	• Letter Trace • Say and Trace	• Simple phonetic spelling
K.F.H.2.b Begin building handwriting fluency by forming accurate letters, including those in first and last names.	• Letter Trace	• Printing upper and lowercase

Georgia Standards	Waterford Digital Activities	Waterford Resources
DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.		
I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC): Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.		
STANDARD K.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
K.P.EICC.1.a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		• Speaking to discuss ideas
K.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		• Speaking to discuss ideas • Conversation Building
K.P.EICC.1.c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.		• Conversation Building
K.P.EICC.1.d Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		• Recalling Information • Key Details Narrative • Key Details Informational

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts *continued*.		
K.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		• Group Reading Activities Informational • Group Reading Activities Narrative
K.P.EICC.1.f Develop independence and autonomy as a reader and writer.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	• Group Reading Activities
K.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts		
K.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories.	• Making Connections • Step Into the Story	• My Super Sticky Sandwich • Mine
K.P.EICC.2.b Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.	• Build Knowledge • Sum Up, Remember Order	• Connections Between Events • My Super Sticky Sandwich • The Watermelon Seed • Seeing Fingers
K.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts.	• Build Knowledge • Sum Up, Remember Order	• My Super Sticky Sandwich • The Watermelon Seed • Seeing Fingers
K.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)		• Collaborative Writing • Writing with Opinions

Georgia Standards	Waterford Digital Activities	Waterford Resources
K.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts *continued*		
K.P.EICC.2.e Consume and produce texts in order to solve problems or influence decisions. (I/C)	• Informational Books (See titles at end of document.)	• Writing with Facts • Writing with Opinions
K.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.		
K.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)		• Reading Check
K.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful. (I)	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)	
K.P.EICC.3.c Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)	• Build Knowledge • Sum Up, Remember Order • Describe Characters • Find an Answer	
K.P.EICC.3.d Summarize and visualize sections of the text to maintain understanding. (I)	• Build Knowledge • Sum Up, Remember Order • Describe Characters • Find an Answer	• My Super Sticky Sandwich • Mine
K.P.EICC.3.e Make and track predictions about the events and information likely to come next. (I)	• Peek at the Story • Find an Answer • Picture Clues • Check My Prediction	• Relationship Between Picture and Story

Georgia Standards	Waterford Digital Activities	Waterford Resources
K.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process *continued*.		
K.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text. (I)	• Peek at the Story • Find an Answer • Picture Clues	• Relating Pictures and Text • Seeing Fingers • Mine
K.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)	• Build Vocabulary • Power Word	• The Watermelon Seed
STANDARD K.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
K.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience.	• Writing Introduction • Prewrite	• My Super Sticky Sandwich
K.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.	• Prewrite	• My Super Sticky Sandwich
K.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)	• Collaborative Writing
K.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.	• Prewrite	• The Writing Process

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

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

Georgia Standards	Waterford Digital Activities	Waterford Resources
K.P.ST.2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose *continued*.		
K.P.ST.2.b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Build Knowledge	• Supporting Ideas with Reason • Mine
K.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Build Knowledge	• Mine
K.P.AC III. BIG IDEA: Author's Craft Students apply knowledge of author's craft to enhance the interpretation and construction of texts.		
K.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
K.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.		• Identify Story Elements • The Watermelon Seed • Seeing Fingers • My Super Sticky Sandwich • Mine • José Three
K.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.	• Build Vocabulary	• My Super Sticky Sandwich

Georgia Standards	Waterford Digital Activities	Waterford Resources
K.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text *continued*.		
K.P.AC.1.c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.	• Songs: What is a Sentence? • Sentence Marks • Sentences	• My Super Sticky Sandwich
K.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.	• Print Concepts Introduction	
K.P.AC.2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
K.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.		• Identify Story Elements • The Watermelon Seed • Seeing Fingers • My Super Sticky Sandwich • Mine • José Three
K.P.AC.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.	• Prewrite	• The Watermelon Seed • Seeing Fingers • My Super Sticky Sandwich • Mine • José Three

Georgia Standards	Waterford Digital Activities	Waterford Resources
K.P.AC.2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose *continued*.		
K.P.AC.2.c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.	• Songs: What is a Sentence? • Sentence Marks • Sentences	• Writing with Facts • Writing with Opinions • Narrative Running • My Super Sticky Sandwich
K.P.AC.2.d Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.	• Prewrite	• Writing with Facts • Writing with Opinions • Narrative Writing • My Super Sticky Sandwich
K.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
K.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.	• Read with Me Books • Informational Books • Decodable Books (See titles at end of document.)	• Writing with Facts • Writing with Opinions • My Super Sticky Sandwich
K.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	• Read with Me Books • Informational Books • Decodable Books (See titles at end of document.)	• Writing with Facts • Writing with Opinions • Narrative Writing • My Super Sticky Sandwich
K.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.	• Informational Books • Decodable Books (See titles at end of document.)	• Writing with Facts • Writing with Opinions • Narrative Writing • My Super Sticky Sandwich

Georgia Standards	Waterford Digital Activities	Waterford Resources
K.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres *continued*.		
K.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.	• Informational Books • Decodable Books (See titles at end of document.)	• Writing with Facts • Writing with Opinions • Narrative Writing • My Super Sticky Sandwich • Seeing Fingers • Mine • José Three
K.P.CP IV. BIG IDEA: Collaboration & Presentation Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.		
K.P.CP.1 Collaboration Collaborate with others to accomplish shared goals and projects.		
K.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.		• Collaborative Writing • The Watermelon Seed • Seeing Fingers
K.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.		• Class Discussion • Ask Questions
K.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		• Class Discussion • Ask Questions
K.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.		• Group Reading Activities • Supporting Ideas with Reason

Georgia Standards	Waterford Digital Activities	Waterford Resources
K.P.CP.2 Presentation Use presentation skills to tailor communication to target audiences for specific purposes.		
K.P.CP.2.a Communicate clearly to present ideas, information, and texts.		• Class Discussion • Ask Questions • My Super Sticky Sandwich • The Watermelon Seed
K.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.	• Books: Poetry Book 1; Poetry Book 2 • Read with Me Books • Informational Books • Decodable Books (See titles at end of document.)	• My Super Sticky Sandwich • The Watermelon Seed
K.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.	• Books: Poetry Book 1; Poetry Book 2 • Expression	
K.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.	• Ask a Question	• Class Discussion • Ask Questions • My Super Sticky Sandwich • The Watermelon Seed
K.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.	• Sing a Rhyme Songs/Books (See titles at end of document.)	• My Super Sticky Sandwich • The Watermelon Seed

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

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

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

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

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

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

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Georgia Standards	Waterford Digital Activities	Waterford Resources
III. BIG IDEA: Techniques (T): Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
STANDARD K.T.T.1: Narrative Techniques: Identify and use narrative techniques to shape understanding.		
K.T.T.1.a Identify techniques used to craft stories, including characters, setting, and major events.	• Sum Up: Five Ws • Describe Characters • Sum Up: Remember Order	• Identify Story Elements • My Super Sticky Sandwich • Mine • Seeing Fingers
K.T.T.1.b This progression begins in 1st grade.		
K.T.T.1.c With adult support, demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters.	• Sum Up: Remember Order • Sum Up: Five Ws	• Story Retelling • Mine
K.T.T.1.d With adult support, compare and contrast characters and their experiences in stories across diverse cultures.	• Compare Characters	• Compare and Contrast
K.T.T.1.e Use a combination of drawing, labeling, writing, and dictating* to create a text with narrative techniques (e.g., characters, setting, events) told in the order in which they occurred.		• Writing Narratives • My Super Sticky Sandwich

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD K.T.T.2: Expository Techniques: Identify and use expository techniques to shape understanding.		
K.T.T.2.a Identify techniques used to craft expository texts, including main topic.	• Informational Books (See titles at end of document.)	• Key Details Informational
K.T.T.2.b With adult support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Informational Books (See titles at end of document.) • Making Connections • Compare Characters • Build Knowledge	• Connecting Ideas
K.T.T.2.c This progression begins in 3rd grade.		
K.T.T.2.d Use a combination of drawing, labeling, writing, and dictating* to create a text with expository techniques that includes a topic and information about the topic.		• Writing with facts
STANDARD K.T.T.3: Opinion Techniques: Identify and use opinion techniques to shape understanding		
K.T.T.3.a Explain the difference between opinions and facts about a topic.	• Books: Creepy Crawlers and Garden Visitors	• The Watermelon Seed
K.T.T.3.b This progression begins in 9th grade.		
K.T.T.3.c Use a combination of drawing, labeling, writing, and dictating* to express an opinion about a topic.		• Writing with Opinions
K.T.T.3.d This progression begins in 9th grade.		

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

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

FIRST GRADE

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

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

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.F.PA.1 Rhyme This standard only applies to kindergarten		
1.F.PA.2 Words & Sentences This standard only applies to kindergarten.		
1.F.PA.3 Compound Words This standard only applies to kindergarten.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.F.PA.4 Syllables Identify and manipulate syllables in spoken words.		
1.F.PA.4.a Reinforce as appropriate.		
1.F.PA.4.b Reinforce as appropriate.		
1.F.PA.4.c Reinforce as appropriate.		
1.F.PA.4.d Add, delete, and substitute syllables in spoken words.	• Compound Words • Syllable Deletion With Compound Words	• Two Syllable Letter Patterns
1.F.PA.5 Onsets & Rimes Blend and segment onsets and rimes in spoken words.		
1.F.PA.5.a Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	• Blend Onset/Rime • Blending Riddles	
1.F.PA.5.b Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	• Segment Onset/Rime	
1.F.PA.6 Phonemic Awareness Identify and manipulate the individual sounds in spoken words.		
1.F.PA.6.a Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends.	• Where Is the Sound? • Phoneme Segmentation	
1.F.PA.6.b Distinguish between short and long vowel sounds in spoken one-syllable words.	• Songs: Vowels Side by Side; Apples and Bananas Vowel; Old MacDonald's Vowel; Eensy, Weensy Mouse; Sneaky Magic E • Identify Short and Long Vowel Sounds	• Long vs. Short Vowel Sounds

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.F.PA.6 Phonemic Awareness Identify and manipulate the individual sounds in spoken words *continued*.		
1.F.PA.6.c Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.	• Where Is the Sound? • Phoneme Segmentation	
1.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.	• Blend Every Sound (Phonemes) • Phoneme Substitution • Change One Sound • One, Two, Three Sounds	
1.F.CP II. BIG IDEA: Concepts of Print This big idea only applies to kindergarten.		
III. BIG IDEA: Phonics (P): Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.		
STANDARD 1.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.		
1.F.P.1.a Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.	• Songs: Blends: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; T-H Has Two Sounds; Charley Chick; Where is a Whale? • Blend Phonemes • Pattern Words	• Spelling-sound Correspondences
1.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.	• Songs: Eensy, Weensy Mouse; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Pattern • Word Blending • Word Mastery	• Long Vowel Words Ending in e

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.		
1.F.P.2.a Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high frequency words	• Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words • Key Word Match • Pattern Hunt • Spell and Blend	• Spelling-sound Correspondences • Word Mapping
1.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.	• Readable Books • Traditional Tales & Stories (See titles at end of document.) • Word Mastery • Power Word	• Irregularly Spelled Words
1.F.P.2.c Decode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).	• Songs: Blends: Consonants Together; Sneaky Magic E; C and G; Key Words • Key Word Match • Pattern Hunt	• Spelling-sound Correspondences • Word Mapping
1.F.P.2.d Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.	• Decode CVC Syllable Words • Decode Open Syllable Words • Decode Open & Closed Open Syllable Words • Decode Multisyllabic Words • Decode Using the Six Syllable Types	• Two Syllable Letter Patterns
1.F.P.2.e This progression ends in kindergarten.		

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

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

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Georgia Standards	Waterford Digital Activities	Waterford Resources
V. BIG IDEA: Handwriting (H): Students develop print handwriting skills.		
STANDARD 1.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.		
1.F.H.1.a Form all uppercase and lowercase letters and words with accuracy and consistency.	• Letter Pictures • Letter Trace	• Print All Upper- and Lowercase Letters
1.F.H.1.b Form words with accuracy and consistency.	• Letter Trace • Say and Trace	
1.F.H.1.c Use appropriate spacing between letters, words, and sentences across lines on a page.	• Letter Trace • Say and Trace • Print Concepts	
STANDARD 1.F.H.2: Transcription & Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
1.F.H.2.a Perform basic transcription skills.	• Letter Trace • Say and Trace	
1.F.H.2.b Build handwriting fluency by forming accurate letters and words with increasing speed.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
1.F.H.3 Read Cursive This progression begins in 3rd grade.		
1.F.H.4 Write Cursive This progression begins in 3rd grade.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.		
1.P.EICC I. BIG IDEA: Engagement & Intention for Comprehension & Composition Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.		
1.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
1.P.EICC.1.a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)		• Goal Setting
1.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. (I/C)		• Writing with Facts • Writing with Opinions
1.P.EICC.1.c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C)	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	
1.P.EICC.1.d Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)	• Traditional Tales & Stories • Informational Books • Readable Books (See titles at end of document.) • Making Connections • Building Knowledge • Ask a Question • Sum Up: Five Ws • Peek at the Story • Check My Prediction	• Key Details • The Gingerbread Man • Mr. Lucky Straw • Story Retelling • Describe the Story • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • Who Is Telling the Story?

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts *continued*.		
1.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)	• Traditional Tales & Stories • Informational Books • Readable Books (See titles at end of document.) • Making Connections • Building Knowledge • Ask a Question • Sum Up: Five Ws • Peek at the Story • Check My Prediction	• Key Details • The Gingerbread Man • Mr. Lucky Straw • Story Retelling • Describe the Story • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • Who Is Telling the Story?
1.P.EICC.1.f Develop independence and autonomy as a reader and writer. (I/C)	• Traditional Tales & Stories • Informational Books • Readable Books (See titles at end of document.) • Making Connections • Building Knowledge • Ask a Question • Sum Up: Five Ws • Peek at the Story • Check My Prediction	• Key Details • The Gingerbread Man • Mr. Lucky Straw • Story Retelling • Describe the Story • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • Who Is Telling the Story?
1.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.		
1.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)	• Step Into the Story	• Writing Narratives

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts *continued*.		
1.P.EICC.2.b Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)	• Informational Books (See titles at end of document.)	• Writing with Facts • Animal Bodies
1.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts. (I/C)	• Traditional Tales & Stories • Informational Books • Readable Books (See titles at end of document.) • Making Connections • Building Knowledge • Ask a Question • Sum Up: Five Ws • Peek at the Story • Check My Prediction	• Key Details • The Gingerbread Man • Mr. Lucky Straw • Story Retelling • Describe the Story • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • Who Is Telling the Story? • The Writing Process
1.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)	• Informational Books (See titles at end of document.)	• Writing with Facts • Animal Bodies
1.P.EICC.2.e Consume and produce texts in order to solve problems or influence decisions. (I/C)	• Informational Books (See titles at end of document.)	• Writing with Facts • Animal Bodies • Writing with Opinions

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.		
1.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)		• Goal Setting • Reading Check
1.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful. (I)	• Peek at the Story	• Pulling Information from a Picture or Text
1.P.EICC.3.c Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)	• Build Knowledge	
1.P.EICC.3.d Summarize and visualize sections of the text to maintain understanding. (I)	• Peek at the Story • Sum Up: Remember Order • Sum Up: Five Ws	• Key Details • The Gingerbread Man • Mr. Lucky Straw • Story Retelling • Goldilocks and the Three Bears
1.P.EICC.3.e Make and track predictions about the events and information likely to come next. (I)	• Peek at the Story • Check My Prediction	
1.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text. (I)	• Check My Prediction	
1.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)	• Reading Detective • Vocab Picture Matching • Build Knowledge	• Frequently Occurring Root Words

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
1.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience. (C)	• Prewrite	• Writing with Opinions • Writing with Facts • Animal Bodies • Writing Narratives • The Writing Process • Editing • Collaborative Writing • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears
1.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)	• Prewrite	• Writing with Opinions • Writing with Facts • Animal Bodies • Writing Narratives • The Writing Process • Editing • Collaborative Writing • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears
1.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)	• Prewrite	• Writing with Opinions • Writing with Facts • Animal Bodies • Writing Narratives • The Writing Process • Editing • Collaborative Writing • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears

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

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

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.ST.2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose *continued*.		
1.P.ST.2.b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C)		• The Writing Process • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears
1.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful. (I/C)		• The Writing Process • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears
1.P.AC III. BIG IDEA: Author's Craft Students apply knowledge of author's craft to enhance the interpretation and construction of texts.		
1.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
1.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)		• Writing with Opinions • The Writing Process
1.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)		• Writing with Opinions • The Writing Process

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text *continued*.		
1.P.AC.1.c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)		• Writing with Opinions • The Writing Process
1.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)		• Writing with Opinions • The Writing Process
1.P.AC.2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose		
1.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)		• The Writing Process • Writing with Opinions • Writing with Facts • Writing Narratives • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears
1.P.AC.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)		• The Writing Process • Writing with Opinions • Writing with Facts • Writing Narratives • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears • Using Words

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.AC.2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose *continued*		
1.P.AC.2.c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)		• Using Words • The Writing Process
1.P.AC.2.d Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)		• The Writing Process • Writing with Opinions • Writing with Facts • Writing Narratives • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears • Using Words
1.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
1.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)	• Informational Books • Traditional Tales & Stories and Stories (See titles at end of document.)	• The Writing Process • Writing with Opinions • Writing with Facts • Writing Narratives • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears • Using Words

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres *continued.*		
1.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)	• Informational Books • Traditional Tales & Stories and Stories (See titles at end of document.)	• The Writing Process • Writing with Opinions • Writing with Facts • Writing Narratives • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears • Using Words
1.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)	• Informational Books • Traditional Tales & Stories and Stories (See titles at end of document.)	• The Writing Process • Writing with Opinions • Writing with Facts • Writing Narratives • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears
1.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)	• Informational Books • Traditional Tales & Stories and Stories (See titles at end of document.)	• The Writing Process • Writing with Opinions • Writing with Facts • Writing Narratives • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.CP IV. BIG IDEA: Collaboration & Presentation Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.		
1.P.CP.1 Collaboration Collaborate with others to accomplish shared goals and projects.		
1.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)		• Class Discussion • Conversation Building • Animal Bodies
1.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)		• Class Discussion • Conversation Building • Animal Bodies
1.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)		• Class Discussion • Conversation Building • Animal Bodies
1.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)		• Class Discussion • Conversation Building • Animal Bodies
1.P.CP.2 Presentation Use presentation skills to tailor communication to target audiences for specific purposes.		
1.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)		• The Writing Process • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears • Collaborative Writing

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.P.CP.2 Presentation Use presentation skills to tailor communication to target audiences for specific purposes *continued*.		
1.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. (I/C)		• The Writing Process • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears • Collaborative Writing • Writing with Facts • Narrative Writing
1.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)		• Class Discussion • Conversation Building
1.P.CP.2.d Engage in dialogue with audiences by asking and answering questions. (I/C)		• Class Discussion • Conversation Building
1.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)	• Build Knowledge	• The Writing Process • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears • Collaborative Writing • Writing with Facts • Narrative Writing

Georgia Standards	Waterford Digital Activities	Waterford Resources
DOMAIN: Language (L): Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.		
I. BIG IDEA: Grammar Conventions (GC): Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
1.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
1.L.GC.1.5 Grammar: Form regular plural nouns by adding -s or -es. (Master)	• Songs: Nouns; More Than One • Plural Nouns	• Singular and Plural Nouns • Nouns
1.L.GC.1.6 Grammar: Form and use verbs by adding -ing, -ed, or -s. (Master)	• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare • The Three Sounds of E-D • Suffixes • Comparatives • Double the Fun	• Inflectional Endings
1.L.GC.1.7 Grammar: Use action verbs. (Master)	• Songs: It Happened Yesterday • Verbs • Past Tense Verbs	• Verbs
1.L.GC.1.8 Grammar: Use adjectives and adverbs. (Continue)	• Songs: Preposition Cat; Nouns; Verbs; Adjectives Describe; It Happened Yesterday • Adjectives • Adverbs	• Using Words • Adjectives vs. Adverbs
1.L.GC.1.9 Grammar: Use common and proper nouns. (Continue)	• Songs: What Is a Sentence?; It Happened Yesterday; Capital Letters; More Than One • Plural Nouns • Noun	• Nouns

Georgia Standards	Waterford Digital Activities	Waterford Resources
1.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language *continued*.		
1.L.GC.1.10 Grammar: Form and use the simple verb tenses. (Continue)	• Songs: It Happened Yesterday • Past Tense Verbs • Verbs	• Distinguish Meaning Among Verbs
1.L.GC.1.11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Continue)	• Songs: Adjectives Describe • Adjectives	• Adjectives
1.L.GC.1.12 Mechanics: Capitalize proper nouns. (Continue)	• Songs: Capital Letters	
1.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Continue)	• Songs: What Is a Sentence? • Sentences • Sentence Marks	• Punctuation
1.L.GC.1.14 Grammar: Form plural nouns by changing -y to -ies. (Introduce)	• Songs: Tricky Y to I • Change Y to I	
1.L.GC.1.15 Grammar: Use personal pronouns (subject, object, and possessive). (Introduce)	• Songs: Pronouns • Pronouns	• Pronouns
1.L.GC.1.16 Grammar: Use frequently occurring prepositions. (Introduce)	• Songs: Preposition Cat • Pronouns	
1.L.GC.1.17 Mechanics: Use commas to separate items in a series and to format dates, addresses, salutations, and closings. (Introduce)	• Songs: Comma, Comma, Comma • Edit Commas	

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

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.L.GC.2: Syntax: Recognize and compose coherent sentences that express complete thoughts *continued*		
1.L.GC.2.d With adult support, use adjectives or adverbs to add details or clarify meaning.	• Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives	
1.L.GC.2.e This progression begins in 9th grade.		
II. BIG IDEA: Vocabulary (V): Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.		
STANDARD 1.L.V.1: General, Academic, & Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.		
1.L.V.1.a Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	• Using Words
1.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	• Using Words
STANDARD 1.L.V.2: Word Analysis: Acquire and apply word analysis skills to deconstruct and construct words to make meaning.		
1.L.V.2.a Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking).	• Songs: Large, Larger, Largest; Let's Compare	• Frequently Occurring Root Words
1.L.V.2.b This progression begins in 3rd grade.		

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.L.V.2: Word Analysis: Acquire and apply word analysis skills to deconstruct and construct words to make meaning *continued*.		
1.L.V.2.c Construct words using frequently occurring roots words and inflectional endings.	• Songs: Let's Compare; Large, Larger, Largest	• Frequently Occurring Root Words
1.L.V.2.d This progression begins in 6th grade.		
STANDARD 1.L.V.3: Meaning & Purpose: Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
1.L.V.3.a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	• Rusty and Rosy's Clues	• Sentence-level Context
1.L.V.3.b Identify the relationship between words and their synonyms and antonyms.	• Songs: Synonym Tree; Antonym Ant • Books: Opposites • Opposites	
1.L.V.3.c Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).	• Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs	• Distinguish Meaning Among Verbs
1.L.V.3.d With teacher support, use a picture dictionary or digital resource to clarify the meaning of unknown words and phrases.	• Reading Detective • Vocab Picture Matching	
1.L.V.3.e Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	• Using Words

Georgia Standards	Waterford Digital Activities	Waterford Resources
DOMAIN: Texts (T): Students grow in their learning as they purposefully engage with texts.		
I. BIG IDEA: Context (C) : Students explore the relationships and roles of authors, purposes, and audiences of texts.		
STANDARD 1.T.C.1: Purpose & Audience: Explain how authors of texts use language for a specific purpose and a target audience.		
Expectations for Interpreting Texts: Reading | Listening | Viewing		
1.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.	• Traditional Tales & Stories • Informational Books (See titles at end of document.)	• Information vs. Story
1.T.C.1.b Identify different modes of communication: print, digital, auditory, and visual.	• Print Concepts	
1.T.C.1.c Create texts in teacher-selected modes (e.g., print, digital, auditory, and/or visual.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	• Goldilocks and the Three Bears • The Ugly Duckling • Writing Narratives • Little Red Hen • The Gingerbread Man • Jane Goodall • Animal Bodies
STANDARD 1.T.C.2: Authors & Speakers: Investigate the relationships between authors and speakers in texts.		
1.T.C.2.a Identify who is speaking or telling the story at various points in a text.	• Traditional Tales & Stories (See titles at end of document.)	• Who Is Telling the Story? • Mr. Lucky Straw
1.T.C.2.b This progression begins in 6th grade.		
1.T.C.2.c This progression begins in 3rd grade.		
1.T.C.2.d This progression begins in 6th grade.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
II. BIG IDEA: Structures & Style (SS): Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts		
STANDARD 1.T.SS.1: Organization: Identify and use organizational structures to craft meaning.		
Expectations for Interpreting Texts: Reading | Listening | Viewing		
1.T.SS.1.a Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.	• Reading Detective	• Locating Key Facts
1.T.SS.1.b Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.	• Reading Detective	• Locating Key Facts
1.T.SS.1.c Use transition words or phrases, such as once upon a time, next, and last to sequence events and actions.	• First, Next, Last	• Writing Narratives
1.T.SS.1.d This progression begins in 3rd grade.		
STANDARD 1.T.SS.2: Craft: Identify and use descriptive and engaging language.		
1.T.SS.2.a Identify and explain the use of descriptive words in texts.	• Songs: Adjectives Describe • Adjectives	• Adjectives vs. Adverbs • Feeling and Senses
1.T.SS.2.b Use descriptive words to craft engaging texts.	• Songs: Adjectives Describe • Adjectives	• Adjectives vs. Adverbs • Feeling and Senses
1.T.SS.2.c This progression begins in 6th grade.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
III. BIG IDEA: Techniques (T): Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
STANDARD 1.T.T.1: Narrative Techniques: Identify and use narrative techniques to shape understanding.		
1.T.T.1.a Identify techniques used to craft stories, including characters, setting, major events, and dialogue.	• Sum Up: Five Ws • Describe Characters • Compare Characters • Sum Up: Remember Order	• Describe the Story 1 • Describe the Story 2 • Mr. Lucky Straw • The Little Red Hen • The Gingerbread Man • Anansi and the Seven Yam Hills
1.T.T.1.b Identify a simple plot with a problem and solution.	• Traditional Tales & Stories (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws	• Mr. Lucky Straw • Story Retelling • Goldilocks and the Three Bears • The Gingerbread Man
1.T.T.1.c Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story.	• Traditional Tales & Stories (See titles at end of document.) • Describe Characters • Sum Up: Remember Order • Sum Up: Five Ws	• Describe the Story • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • The Gingerbread Man
1.T.T.1.d With adult support, compare and contrast characters and their experiences in stories across diverse cultures.	• Traditional Tales & Stories (See titles at end of document.) • Describe Characters • Compare Characters	• Character Experiences • The City Mouse and the Country Mouse
1.T.T.1.e Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure.		• Writing Narratives

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.T.T.2: Expository Techniques: Identify and use expository techniques to shape understanding.		
1.T.T.2.a Identify techniques used to craft expository texts, including main topic and supporting details.	• Informational Books (See titles at end of document.)	• Identify the Main Topic • I Want to be a Scientist Like Jane Goodall • Animal Bodies
1.T.T.2.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Build Knowledge	• Connection Between Events • Connecting Ideas
1.T.T.2.c This progression begins in 3rd grade. 2		
1.T.T.2.d Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure.		• Writing with Facts • Animal Bodies
STANDARD 1.T.T.3: Opinion Techniques: Identify and use opinion techniques to shape understanding		
1.T.T.3.a Identify techniques used to craft opinion texts, including the author's opinion and supporting reasons.	• Books: I Hate Peas; Bad News Shoes; Lumpy Mush	• Writing with Opinions
1.T.T.3.b This progression begins in 9th grade.		
1.T.T.3.c Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provides two or more reasons to support the opinion with linking words and and because.		• Writing with Opinions
1.T.T.3.d This progression begins in 9th grade.		

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Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.T.T.4: Poetic Techniques: Identify and use poetic techniques to shape understanding.		
1.T.T.4.a Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines.	• Books: Poetry Books 1 & 2	• Stories and Poetry
1.T.T.4.b Use poetic techniques to create poems using simple words and/or phrases that may or may not rhyme.	• Books: Poetry Books 1 & 2	• Stories and Poetry
IV. BIG IDEA: Research & Analysis (RA); Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics		
STANDARD 1.T.RA.1: Research & Inquiry: Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic		
Expectations for Interpreting Texts: Reading | Listening | Viewing		
1.T.RA.1.a Ask questions about topics of interest for research.	• Build Knowledge • Science Investigation	
1.T.RA.1.b Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.	• Informational Books (See titles at end of document.) • Build Knowledge • Science Investigation	• Collaborative Writing
1.T.RA.1.c Share relevant and accurate information through a variety of different modes.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Creating Stories • The Ugly Duckling

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 1.RA.2: Curating Sources & Evidence: Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.		
1.T.RA.2.a Refer to parts of texts when supporting an idea, answer, or opinion.	• Informational Books (See titles at end of document.)	• Finding Key Information • Animal Bodies
1.T.RA.2.b Explore various sources of information, including print, digital, and personal communication.	• Readable Books • Traditional Tales & Stories • Informational Books (See titles at end of document.)	• Finding Key Information • Animal Bodies
1.T.RA.2.c This progression begins in 5th grade.		
SECOND GRADE		
DOMAIN: Foundations (F): Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.		
I. BIG IDEA: Phonological Awareness This big idea only applies to kindergarten and 1st grade.		
II. BIG IDEA: Concepts of Print This big idea only applies to kindergarten.		
III. BIG IDEA: Phonics (P): Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.		
STANDARD 2.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.		
2.F.P.1.a Identify and produce all phoneme grapheme correspondences for all consonants, including consonant blends and digraphs.	• Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Charley Chick; Where Is a Whale? • Blend Phonemes • Blend Decodable Words • Blending • ABC Coloring • Letter Pairs	• Form Words by Blending Sounds

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.F.P.1: Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences *continued*.		
2.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e, vowel digraphs, r-controlled vowels, and diphthongs.	• Songs: Apples and Bananas; Old MacDonald Has Some Vowels; Sneaky Magic E; Bossy Mr. R; Vowels Side by Side; Eensy Weensy Mouse • ABC Coloring • Identify Short and Long Vowel Sounds • Build CVC Syllable Words • Blend Phonemes • Identify r-Controlled Vowel Words • Build Vowel Team Syllable Words	• Spelling-sound Correspondences
STANDARD 2.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.		
2.F.P.2.a Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.	• Word Recognition • Power Word • Identify Variant Vowel Words • Decode CVC Syllable Words • Decode Open Syllable Words • Decode Open & Closed Syllable Words • Decode Consonant+le Syllable Words • Decode Multisyllabic Words • Decode Using the Six Syllable Types	• Two Syllable Letter Patterns
2.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.	• Songs: Strange Spelling • Books: Moose Are Not Meese • Word Recognition • Power Word • Irregular Plurals • Irregular Verbs	• Irregularly Spelled Words

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.F.P.2: Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation *continued*.		
2.F.P.2.c Decode two-syllable nonsense words by applying rules of basic phonics skills (VVCC, VVCe, VCCC, VVCCC).	• Word Recognition • Power Word • Identify Variant Vowel Words • Decode CVC Syllable Words • Decode Open Syllable Words • Decode Open & Closed Syllable Words • Decode Consonant+le Syllable Words • Decode Multisyllabic Words • Decode Using the Six Syllable Types	
2.F.P.2.d Decode two-syllable words by applying knowledge of all major syllable types.	• Word Recognition • Power Word • Identify Variant Vowel Words • Decode CVC Syllable Words • Decode Open Syllable Words • Decode Open & Closed Syllable Words • Decode Consonant+le Syllable Words • Decode Multisyllabic Words • Decode Using the Six Syllable Types	
2.F.P.2.e This progression ends in kindergarten.		
STANDARD 2.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.		
2.F.P.3.a Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high frequency words.	• Spell Using the Six Syllable Types • All Star Spelling • Make and Spell • Power Word • Spell and Blend • Spelling Exploration	• Two Syllable Letter Patterns

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.F.P.3: Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation *continued*.		
2.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.	• Irregular Plurals • Irregular Verbs • Power Word • All Star Spelling • Identify Variant Vowel Words • Identify r-Controlled Vowel Words • Spell Using the Six Syllable Types • Build consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words	
2.F.P.3.c Encode two-syllable nonsense words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC).	• Spell Using the Six Syllable Types • Build consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words	
2.F.P.3.d Encode two-syllable words by applying knowledge of all major syllable types.	• Spell Using the Six Syllable Types • Build consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words	
2.F.P.4 Decoding & Encoding with Phonics This progression begins in 3rd grade.		
IV. BIG IDEA: Fluency: Students read text aloud or silently with speed, accuracy, and expression.		
STANDARD 2.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
2.F.F.1.a Increase sight word vocabulary using decoding skills by reading grade appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Word	• Irregularly Spelled Words

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.F.F.1: Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension *continued*.		
2.F.F.1.b Read a wide range of grade-level texts aloud with increasing automaticity.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.)	• Fluency Check
2.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Expression	• Fluency Check
2.F.F.1.d Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.	• Rusty and Rosy's Clues	• Word Recognition
V. BIG IDEA: Handwriting (H): Students develop print handwriting skills.		
STANDARD 2.F.H.1: Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.		
2.F.H.1.a Form all uppercase and lowercase letters and words with accuracy, consistency, and efficiency.	• Letter Trace	• Print All Upper- and Lowercase Letters
2.F.H.1.b Form words and sentences efficiently.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
2.F.H.1.c Use appropriate spacing throughout the body of a text.	• Print Concepts	

Georgia Standards	Waterford Digital Activities	Waterford Resources
STANDARD 2.F.H.2: Transcription & Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
2.F.H.2.a Efficiently and accurately transcribe text.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
2.F.H.2.b Track and maintain speed and efficiency while forming words and sentences.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
STANDARD 2.F.H.3 Read Cursive This progression begins in 3rd grade.		
STANDARD 2.F.H.4 Write Cursive This progression begins in 3rd grade.		
2.P DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.		
I. BIG IDEA: Engagement & Intention for Comprehension & Composition Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.		
2.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts		
2.P.EICC.1.a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)		• Goal Setting
2.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. (I/C)	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts *continued*		
2.P.EICC.1.c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C)	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	
2.P.EICC.1.d Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)	• Reading Detective • Sum Up: Remember Order • Sum Up: Five Ws • Map the Story • Peek at the Story • Check My Prediction • Build Knowledge • Vocab Comprehension Sentences	• Rhythm • Poetry Book 1 • Identify the Main Topic • The Courage to Learn: The Story of Helen Keller • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • Connection Between Events • Understanding Characters, Setting, or Plot • The Snow Lion: A Chinese Tale
2.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)	• Reading Detective • Sum Up: Remember Order • Sum Up: Five Ws • Map the Story • Peek at the Story • Check My Prediction • Build Knowledge • Vocab Comprehension Sentences	• Rhythm • Poetry Book 1 • Identify the Main Topic • The Courage to Learn: The Story of Helen Keller • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • Connection Between Events • Understanding Characters, Setting, or Plot • The Snow Lion: A Chinese Tale
2.P.EICC.1.f Develop independence and autonomy as a reader and writer. (I/C)		• Reading Check • Fluency Check

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Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.		
2.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)	• Reading Detective • Sum Up: Remember Order • Sum Up: Five Ws • Map the Story • Peek at the Story • Check My Prediction • Build Knowledge • Vocab Comprehension Sentences	• Rhythm • Poetry Book 1 • Identify the Main Topic • The Courage to Learn: The Story of Helen Keller • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • Connection Between Events • Understanding Characters, Setting, or Plot • The Snow Lion: A Chinese Tale
2.P.EICC.2.b Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)	• Reading Detective • Sum Up: Remember Order • Sum Up: Five Ws • Map the Story • Peek at the Story • Check My Prediction • Build Knowledge • Vocab Comprehension Sentences	• Rhythm • Poetry Book 1 • Identify the Main Topic • The Courage to Learn: The Story of Helen Keller • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • Connection Between Events • Understanding Characters, Setting, or Plot • The Snow Lion: A Chinese Tale • The Writing Process
2.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts. (I/C)	• Reading Detective • Sum Up: Remember Order • Sum Up: Five Ws • Map the Story • Peek at the Story • Check My Prediction • Build Knowledge • Vocab Comprehension Sentences	• Collaborative Writing • The Writing Process • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis • Writing with Opinions • Writing with Facts • Writing Narratives

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts *continued*.		
2.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)	• Reading Detective • Sum Up: Remember Order • Sum Up: Five Ws • Map the Story • Peek at the Story • Check My Prediction • Build Knowledge • Vocab Comprehension Sentences	• Collaborative Writing • The Writing Process • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis • Writing with Opinions • Writing with Facts • Writing Narratives
2.P.EICC.2.e Consume and produce texts in order to solve problems or influence decisions. (I/C)	• Reading Detective • Sum Up: Remember Order • Sum Up: Five Ws • Map the Story • Peek at the Story • Check My Prediction • Build Knowledge • Vocab Comprehension Sentences	• Collaborative Writing • The Writing Process • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis • Writing with Opinions • Writing with Facts • Writing Narratives
2.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.		
2.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)		• Goal Setting
2.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful. (I) 2	• Peek at the Story	

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process *continued*.		
2.P.EICC.3.c Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)	• Build Knowledge • Peek at the Story	• The Courage to Learn: The Story of Helen Keller • In the Lights: The Story of Lin-Manuel Miranda
2.P.EICC.3.d Summarize and visualize sections of the text to maintain understanding. (I)	• Sum Up: Remember Order • Sum Up: Five Ws • Map the Story	• Who, What, Where, When, and Why • Defying Gravity: The Story of Mae Jemison • The Courage to Learn: The Story of Helen Keller • Moral of the Story • The Snow Lion: A Chinese Tale • How Characters are Affected by Story Events
2.P.EICC.3.e Make and track predictions about the events and information likely to come next. (I)	• Peek at the Story • Check My Prediction	
2.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text. (I)	• Peek at the Story • Check My Prediction	• David Next Door
2.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)	• Vocab Picture • Vocab Definition Sentences • Vocab Comprehension Sentences • Rusty and Rosy's Clues	• Using Glossaries and Dictionaries • Identify Real-life Connections • Closely Related Verbs • Using the Root Word to Determine Meaning • Adding Prefixes to Known Words

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Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
2.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience. (C)		• David Next Door • The Courage to Learn: The Story of Helen Keller • The Snow Lion • In the Lights: The Story of Lin-Manuel Miranda • I Met a Monster • Good Trouble
2.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)		• David Next Door • The Courage to Learn: The Story of Helen Keller • The Snow Lion • In the Lights: The Story of Lin-Manuel Miranda • I Met a Monster • Good Trouble • Writing Narratives • Writing with Opinions • Writing with Facts
2.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)	• Check My Prediction • Peek at the Story	• Writing with Opinions • Writing Narratives • I Met a Monster • Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Collaborative Writings • Good Trouble • Defying Gravity: The Story of Mae Jemison • The Writing Process

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts *continued*.		
2.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)	• Prewrite • First Draft • Revise	• Writing with Opinions • Writing Narratives • I Met a Monster • Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Collaborative Writings • Good Trouble • Defying Gravity: The Story of Mae Jemison • The Writing Process
2.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)	• Prewrite • First Draft	• The Writing Process
2.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)	• Revise • Edit	• The Writing Process • Editing
2.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)	• Revise	• The Writing Process • Editing
2.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language. (C)	• Revise	• The Writing Process • Editing

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

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.ST.2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose *continued*.		
2.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful. (I/C)		• Identify the Main Topic • Identify the Main Purpose of a Text • Moral of the Story • Point of View
2.P.AC III. BIG IDEA: Author's Craft Students apply knowledge of author's craft to enhance the interpretation and construction of texts.		
2.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text		
2.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)	• Reading Detective • Sum Up: Remember Order • Sum Up: Five Ws • Map the Story • Peek at the Story • Check My Prediction • Build Knowledge • Vocab Comprehension Sentences	• Rhythm • Poetry Book 1 • Identify the Main Topic • The Courage to Learn: The Story of Helen Keller • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • Connection Between Events • Understanding Characters, Setting, or Plot • The Snow Lion: A Chinese Tale
2.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)	• Songs: Adjectives Describe; Preposition Cat; Adverbs • Traditional Tales & Stories • Informational Books • (See titles at end of document.) • Adjectives • Adverbs	• Feeling and Senses

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text *continued*.		
2.P.AC.1.c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)		
2.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)		• Rhythm • Poetry Book 1 • Identify the Main Topic • The Courage to Learn: The Story of Helen Keller • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • Connection Between Events • Understanding Characters, Setting, or Plot • The Snow Lion: A Chinese Tale
2.P.AC.2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
2.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)		• Writing with Opinions • I Met a Monster • Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Writing Narratives
2.P.AC.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)		• Writing with Opinions • I Met a Monster • Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Writing Narratives

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.AC.2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose *continued*.		
2.P.AC.2.c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)		• Writing with Opinions • I Met a Monster • Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Writing Narratives
2.P.AC.2.d Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)		• Writing with Opinions • I Met a Monster • Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Writing Narratives
2.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
2.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)		• Writing with Opinions • I Met a Monster • Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Writing Narratives
2.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)		• Writing with Opinions • I Met a Monster • Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Writing Narratives

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Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres *continued***.**		
2.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)		• Writing with Opinions • I Met a Monster • Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Writing Narratives
2.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)		• Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis
2.P.CP IV. BIG IDEA: Collaboration & Presentation Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.		
2.P.CP.1 Collaboration Collaborate with others to accomplish shared goals and projects.		• Collaborative Writing • Recalling Information • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis
2.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)		• Collaborative Writing • Recalling Information • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis • Conversation Building • Ask Questions • Gathering Additional Information Through Questions

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.CP IV. BIG IDEA: Collaboration & Presentation Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes *continued*.		
2.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)		• Collaborative Writing • Recalling Information • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis • Conversation Building • Ask Questions • Gathering Additional Information Through Questions
2.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)		• Collaborative Writing • Recalling Information • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis • Conversation Building • Ask Questions • Gathering Additional Information Through Questions
2.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)		• Collaborative Writing • Recalling Information • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis • Conversation Building • Ask Questions • Gathering Additional Information Through Questions

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.P.CP.2 Presentation Use presentation skills to tailor communication to target audiences for specific purposes.		
2.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)		• Storytelling • Good Trouble: The Story of John Lewis • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison
2.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. (I/C)		• Storytelling • Good Trouble: The Story of John Lewis • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison
2.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)	• Expression	• Storytelling • Good Trouble: The Story of John Lewis • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison
2.P.CP.2.d Engage in dialogue with audiences by asking and answering questions. (I/C)	• Expression	• Storytelling • Good Trouble: The Story of John Lewis • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison
2.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)	• Build Knowledge	• Storytelling • Good Trouble: The Story of John Lewis • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison

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Georgia Standards	Waterford Digital Activities	Waterford Resources
DOMAIN: Language (L): Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.		
I. BIG IDEA: Grammar Conventions (GC): Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
2.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
2.L.GC.1.8 Grammar: Use adjectives and adverbs. (Master)	• Songs: Adjectives Describe; Adverbs • Adverbs • Adjectives	• Adjectives vs. Adverbs
2.L.GC.1.9 Grammar: Use common and proper nouns. (Master)	• Songs: Capital Letters • Nouns	• Capitalization
2.L.GC.1.10 Grammar: Form and use the simple verb tenses. (Master)	• Songs: Verbs; Irregular Verbs; More About Verbs • Irregular Verbs • Nonaction Verbs	
2.L.GC.1.11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Master)	• Songs: Adjectives Describe • Adjectives • Power Word	
2.L.GC.1.12 Mechanics: Capitalize proper nouns. (Master)	• Edit Capitals	• Capitalization
2.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Master)	• Songs: What Is a Sentence? • Edit End Punctuation • Edit Punctuation • Edit Commas	
2.L.GC.1.14 Grammar: Form plural nouns by changing -y to -ies. (Master) 1	• Songs: Tricky Y to I • Change Y to I	

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language *continued*.		
2.L.GC.1.15 Grammar: Use personal pronouns (subject, object, and possessive). (Master)	• Songs: Pronouns • Pronouns	• Reflexive Pronouns
2.L.GC.1.16 Grammar: Use frequently occurring prepositions. (Master)	• Songs: Preposition Cat	
2.L.GC.1.17 Mechanics: Use commas to separate items in a series and to format dates, addresses, salutations, and closings. (Master)	• Songs: Comma, Comma, Comma • Edit Commas	
2.L.GC.1.18 Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Continue) 2	• Songs: Apostrophe Pig; Contraction Action • Contractions	• Apostrophes
2.L.GC.1.19 Grammar: Form and use irregular plural nouns. (Continue)	• Songs: More Than One • Plural Nouns	• Irregular Plural Nouns
2.L.GC.1.20 Grammar: Form and use the past tense of irregular verbs. (Continue)	• Songs: It Happened Yesterday • Nonaction Verbs • Past Tense Verbs • Irregular Verbs	
2.L.GC.1.21 Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Continue) 2	• Power Word	
2.L.GC.1.22 Grammar: Form and use verbs by adding -d or -es. (Introduce, Master)	• Songs: The Three Sounds of E-D • Suffixes	

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

Georgia Standards	Waterford Digital Activities	Waterford Resources
Syntax Recognize and compose coherent sentences that express complete thoughts.		
2.L.GC.2.a Distinguish between simple and compound sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory). (I)		• Simple and Compound Sentences
2.L.GC.2.b Use a variety of simple and compound sentences (including a variety of sentence types) to develop clarity and coherence in written texts. (C)		• Simple and Compound Sentences
2.L.GC.2.c Use correct subject and verb agreement in sentence constructions. (C)		• Forming Complete Sentences
2.L.GC.2.d Develop ideas or information in texts by using adjectives or adverbs to add details or clarify meaning. (C)		• Forming Complete Sentences • Be a Bold Writer
2.L.GC.2.e This progression begins in 9th grade.		
2.L.VII. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.		
2.L.V.1 General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.		
2.L.V.1.a Acquire general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (I)	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
2.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings. (C)	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
2.L.V.2 Word Analysis Acquire and apply word analysis skills to deconstruct and construct words to make meaning.		
2.L.V.2.a Identify and use frequently occurring root words and affixes (e.g., prefixes, suffixes) to deconstruct words to determine or clarify meaning. (I)	• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes	• Using the Root Word to Determine Meaning
2.L.V.2.b This progression begins in 3rd grade.		
2.L.V.2.c Construct words using frequently occurring root words and affixes. (C)	• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words • Comparatives • Prefixes • Suffixes	• Using the Root Word to Determine Meaning • Word Builders
2.L.V.2.d This progression begins in 6th grade.		
2.L.V.3 Meaning & Purpose Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
2.L.V.3.a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (I)	• Rusty and Rosy's Clues	• Word Recognition
2.L.V.3.b Determine the relationship between words and their synonyms and antonyms. (I)	• Songs: Synonym Tree; Antonym Ant • Synonyms • Antonyms	

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Georgia Standards	Waterford Digital Activities	Waterford Resources
2.L.V.3 Meaning & Purpose Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes *continued*.		
2.L.V.3.c Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic). (I)		• Closely Related Verbs
2.L.V.3.d Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (I)	• Reading Detective	• Using Glossaries and Dictionaries
2.L.V.3.e Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing. (C)		• Using Words • Identify Real-life Connections
2.T DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.		
2.T.C I. BIG IDEA: Context Students explore the relationships and roles of authors, purposes, and audiences of texts.		
2.T.C.1 Purpose & Audience Explain how authors of texts use language for a specific purpose and a target audience.		
2.T.C.1.a Determine the general purpose and target audience in a variety of texts. (I)		• Identify the Main Purpose of a Text • Identify the Main Topic • The Courage to Learn: The Story of Helen Keller • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman

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Georgia Standards	Waterford Digital Activities	Waterford Resources
2.T.C.1 Purpose & Audience Explain how authors of texts use language for a specific purpose and a target audience *continued*.		
2.T.C.1.b Recognize different modes of communication: print, digital, auditory, spoken, visual, and multimodal. (I)		• The Courage to Learn: The Story of Helen Keller • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • The Snow Lion: A Chinese Tale • Good Trouble
2.T.C.1.c Choose two or more modes and create a multimodal text on a self-selected topic. (C)		• Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison
2.T.C.2 Authors & Speakers Investigate the relationships between authors and speakers in texts.		
2.T.C.2.a Use examples of language from the text to identify various points of view (e.g., first person, third person). (I)	• Books: Why Wind and Water Fight; Three Billy Goats Gruff; Bad News Shoes • Compare Characters • Expression: Quotations	• Point of View
2.T.C.2.b This progression begins in 6th grade.		
2.T.C.2.c This progression begins in 3rd grade.		
2.T.C.2.d This progression begins in 6th grade.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.T.SSII. BIG IDEA: Structure & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.		
2.T.SS.1 Organization Identify and use organizational structures to craft meaning.		
2.T.SS.1.a Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts. (I)		• Locating Key Facts
2.T.SS.1.b Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts. (C)	• Reading Detective	• Locating Key Facts
2.T.SS.1.c Use conjunctions and transition words or phrases to sequence events and actions. (C)	• Power Word	• Conjunctions
2.T.SS.1.dThis progression begins in 3rd grade.		
2.T.SS.2 Craft Identify and use descriptive and engaging language.		
2.T.SS.2.a Identify the difference between literal and nonliteral or figurative language in texts. (I)		• Poetry Book 1: Annie Can Whistle and Other Poems
2.T.SS.2.b Use descriptive words to craft engaging texts. (C)	• Revise	• Writing Narratives
2.T.SS.2.c This progression begins in 6th grade.		

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Georgia Standards	Waterford Digital Activities	Waterford Resources
2.T.TIII. BIG IDEA: Techniques Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
2.T.T.1 Narrative Techniques Identify and use narrative techniques to shape understanding.		
2.T.T.1.a Identify and describe techniques used to craft stories, including characters, setting, major events, and dialogue. (I)		• Poetry Book 1: Annie Can Whistle and Other Poems
2.T.T.1.b Identify the major plot events that occur between a problem and solution. (I)	• Read-Along Books (See titles at end of document.) • Compare Characters • Map the Story • Peek at the Story • Check My Prediction	• Understanding Characters, Setting, or Plot • The Snow Lion: A Chinese Tale
2.T.T.1.c Identify and describe how characters' responses to major challenges or events support the central message, lesson, or moral of the story. (I)	• Describe Characters • Compare Characters	• How Characters are Affected by Story Events
2.T.T.1.d Compare and contrast two or more versions of the same story by different authors or from diverse cultures. (I)		• Compare and Contrast Narrative
2.T.T.1.e Use knowledge of narrative techniques (e.g., characters, settings, events, dialogue) to create texts that recount real or imagined experiences and events with a sense of closure. (C)	• Prewrite • First Draft • Revise	• Writing Narratives

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.T.T.2 Expository Techniques Identify and use expository techniques to shape understanding.		
2.T.T.2.a Identify and describe techniques used to craft expository texts, including main idea and key supporting details within specific paragraphs. (I)	• Prewrite • First Draft • Revise	• Writing with Facts • Taking Flight: The Story of Bessie Coleman
2.T.T.2.b Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (I)		• Connection Between Events
2.T.T.2.c This progression begins in 3rd grade.		
2.T.T.2.d Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to develop the topic, and provide a concluding statement or section. (C)	• Prewrite • First Draft • Revise	• Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda
2.T.T. 3 Opinion Techniques Identify and use opinion techniques to shape understanding.		
2.T.T.3.a Identify and describe techniques used to craft opinion texts, including the author's opinion, supporting reasons, and facts. (I)	• Prewrite • First Draft • Revise	• Writing with Opinions • I Met a Monster
2.T.T.3.b This progression begins in 9th grade.		

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.T.T. 3 Opinion Techniques Identify and use opinion techniques to shape understanding *continued*.		
2.T.T.3.c Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, and, also), and provide a conclusion. (C)		• Writing with Opinions • I Met a Monster
2.T.T.3.d This progression begins in 9th grade.		
2.T.T.4 Poetic Techniques Identify and use poetic techniques to shape understanding.		
2.T.T.4.a Identify, classify, and describe poetic techniques used to craft texts, including rhyme, alliteration, repeated lines, stanzas, and line breaks. (I)		• Poetry Book 1: Annie Can Whistle and Other Poems
2.T.T.4.b Use poetic techniques to create poems using words and/or phrases that may or may not rhyme. (C)		• Poetry Book 1: Annie Can Whistle and Other Poems

Georgia Standards	Waterford Digital Activities	Waterford Resources
2.T.RAIV. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.		
2.T.RA.1 Research & Inquiry Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.		
2.T.RA.1.a Generate questions about self-selected topics of interest for research. (I)		• Ask Questions • Gathering Additional Information Through Questions
2.T.RA.1.b Work collaboratively or individually to conduct research to answer questions on a shared or personal topic of interest by gathering and organizing information from multiple sources using graphic organizers or other support aids. (I)		• Collaborative Writing • Recalling Information • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis
2.T.RA.1.c Organize and share related, relevant, and accurate information through a variety of different modes. (C)		• Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis
2.T.RA.2 Curating Sources & Evidence Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.		
2.T.RA.2.a Refer to specific parts of texts when supporting an idea, answer, or opinion. (I)		• David Next Door • The Old Maple Tree • The Snow Lion
2.T.RA.2.b Explore various sources of information, including print, digital, and personal communication, and discuss connections to various topics. (I)		• Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis • The Courage to Learn: The Story of Helen Keller
2.T.RA.2.c This progression begins in 5th grade.		

Books and Related Activities

Pre-Reading

Sing a Rhyme Songs & Books

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

Informational Books

Opposites / Pairs / Watch the Woolly Worm

Read With Me Books

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

Early Readable Books

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

Basic Reading

Traditional Tales & Stories

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

Informational Books

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

Readable Books

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

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

Books and Related Activities

Fluent Reading

Read-Along Books

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

Informational Books

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

Readable Books

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

Readable Story Sentences

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

Support

Professional Services offers a continuum of customizable services. Learn more here.

Research-Driven Development

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

Family Engagement Resources

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

Many of these songs are available on the →Waterford.org YouTube channel.

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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

Waterford 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 Waterford Family app (for iOS and Android).