![Waterford.org logo]

Alignment
November 2025

100% Aligned

| Waterford Early Learning: Reading K-2 | Georgia DRC BEACON Early Years K-2 English Language Arts 2024 |

Alignment content includes a sampling of Waterford Digital Activities and Resources

Waterford.org

This document provides a detailed alignment of **Waterford Early Learning** to **Georgia DRC BEACON Early Years K-2 English Language Arts 2024**

Alignment Description

This document aligns Georgia DRC BEACON Early Year K-2 English Language Arts to Waterford.org's digital activities and supporting resources.

Waterford Digital Activities

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

- **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.

Table of Contents

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Kindergarten: Claims, Targets, and Content Standards		
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.		
Interpreting Texts Reading/Listening/Viewing		
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.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
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	

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
K.F.PA.4.a Know that syllables are word parts with one vowel sound.	• Syllables • Syllable Safari	
K.F.PA.4.b Count and pronounce syllables in single and multisyllabic spoken words.	• Syllables • Syllable Safari	• Segmenting Syllables
K.F.PA.4.c Blend and segment syllables in spoken words.	• Blend Spoken Syllables • Syllables • Syllable Safari	• Segmenting Syllables
K.F.PA.4.d Delete syllables in spoken words.	• Syllable Deletion with Compound Words	
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
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	

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
K.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes.	• Barnyard Bash • Phoneme Substitution	
Concepts of Print		
Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.		
Interpreting Texts Reading/Listening/Viewing		
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	
K.F.CP.2.a Hold books upright and begin reading at the front.	• Print Concepts	• Parts of a Book
K.F.CP.2.b Follow text from top to bottom, left to right, and turn pages from right to left.	• Print Concepts	• Following Words
K.F.CP.2.c Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics.	• Print Concepts	• Parts of a Book

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
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
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Phonics		
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.		
Interpreting Texts Reading/Listening/Viewing		
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
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 Words • Word Blending • Word Pattern Introduction	
K.F.P.2.e Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ.	• Letter Sound • Letter Sound Screening • Name That Letter Sound • Barnyard Bash	
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
K.F.P.3.b Identify and encode irregularly spelled high frequency words.	• Spell and Blend • Say and Trace • Power Words	
Language		
Grammar Conventions		
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
Interpreting Texts Reading/Listening/Viewing		
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
K.L.GC.1.6 Grammar: Form and use verbs by adding -ing, -ed, or -s. (Introduce)	• Songs: Verbs • Verbs	• Distinguish Meaning Among Verbs
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; 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 (Titles; Proper Nouns; Days; Places) • Edit Capitals	
K.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Introduce)	• Songs: What Is a Sentence? • Sentences • Name That Sentence Mark Instruction	• Punctuation

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Constructing Texts Writing/Speaking/Creating		
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	
Vocabulary		
Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.		
Interpreting Texts Reading/Listening/Viewing		
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.2.a This progression begins in 1st grade.		
K.L.V.2.b This progression begins in 3rd grade.		
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
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.		
Constructing Texts Writing/Speaking/Creating		
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.	
K.L.V.2.c 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.	

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Texts		
Context		
Students explore the relationships between authors, purposes, and audiences of texts.		
Interpreting Texts Reading/Listening/Viewing		
K.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Print Concepts	• Types of Text
K.T.C.1.b With adult support, identify different modes of communication print, digital, auditory, and visual.	• Print Concepts	
K.T.C.2.a Identify the authors and illustrators of picture books and explain their roles.	• Print Concepts	• Author and Illustrator
Constructing Texts Writing/Speaking/Creating		
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.	

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Structures & Style		
Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.		
Interpreting Texts Reading/Listening/Viewing		
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.2.a Identify interesting and/or descriptive words that express feelings or appeal to the senses in texts.	• Songs: Adjectives Describe	• Feelings and Senses
Techniques		
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
Interpreting Texts Reading/Listening/Viewing		
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.		

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
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.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.	• Connect to Me • Compare Characters • Build Knowledge • Informational Books (See titles at end of document.)	• Connecting Ideas
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.4.a Identify poetic techniques used to craft poetic texts, including rhyme.	• Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me • One Doesn't Rhyme	

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Constructing Texts Writing/Speaking/Creating		
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
K.T.T.2.c This progression begins in 3rd 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.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	
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.		
Interpreting Texts Reading/Listening/Viewing		
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	

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
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.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.	• Build Knowledge • Science Investigation • Informational Books (See titles at end of document.) • Print Concepts	• Recalling Information
Constructing Texts Writing/Speaking/Creating		
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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
BEACON Early Years Fluency and Oral Language Assessment (FOLA) Blueprint		
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words)		
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
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
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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words) *continued*		
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	
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	
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
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words) *continued*		
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	
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
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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words) *continued*		
K.F.P.2.c This progression begins in 1st grade.		
K.F.P.2.d This progression begins in 1st grade.		
K.F.P.2.e Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ.	• Barnyard Bash	
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
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.		

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression)		
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.		
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	

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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
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; 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	

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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
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.	
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 BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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.		
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.		
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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
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.	• Connect to Me • Compare Characters • Build Knowledge • Informational Books (See titles at end of document.)	• Connecting Ideas
K.T.T.2.c This progression begins in 3rd grade.		

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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
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.		
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	

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Rapid Automatized Naming (RAN)		
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
Grade 1: Claims, Targets, and Content Standards		
Phonological Awareness*		
Interpreting Texts Reading/Listening/Viewing		
1.F.PA.4.d Add, delete, and substitute syllables in spoken words.	• Word Construction • Word Pattern • Compound Words • Syllable Deletion With Compound Words • Syllable • Syllable Safari	• Two Syllable Letter Patterns

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
1.F.PA.5.a Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	• Word Blending • Say and Trace • Blending • Blending Riddles • Blend Every Sound • Blending Dragon • Blending Phonemes	
1.F.PA.5.b Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	• Where Is the Sound? • Phoneme Segmentation	
1.F.PA.6.a Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends.	• Where Is the Sound? • Phoneme Segmentation • Phoneme Segmentation • Barnyard Bash • Circus Clown Climbers • Change One Sound	
1.F.PA.6.b Distinguish between short and long vowel sounds in spoken one-syllable words.	• Songs: Vowels Side by Side; Apples and Bananas Vowel; Old MacDonald's Vowel; Eensy, Weensy Mouse; Sneaky Magic E • Identify Short and Long Vowel Sounds	• Long vs. Short Vowel Sounds
1.F.PA.6.c Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.	• Where Is the Sound? • Phoneme Segmentation • Blend Every Sound	
1.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.	• Blend Every Sound (Phonemes) • Phoneme Segmentation • Barnyard Bash • Circus Clown Climbers • Change One Sound • One, Two, Three Sounds	

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Phonics		
Interpreting Texts Reading/Listening/Viewing		
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
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
1.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.	• Readable Books • Traditional Tales & Stories & Stories (See titles at end of document.) • Word Mastery • Power Words	• 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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
1.F.P.2.d Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.	• Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types	• Two Syllable Letter Patterns
1.F.P.3.a Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.	• Songs: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Build Syllable Words: CVC; Vowel Team • Spell Using the Six Syllable Types	• Learned Spelling Patterns
1.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.	• Songs: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace	• Learned Spelling Patterns
1.F.P.3.c Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).	• Songs: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Build Syllable Words: CVC; Vowel Team • Spell Using the Six Syllable Types	• Learned Spelling Patterns

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
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	
Language		
Grammar Conventions		
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
Interpreting Texts Reading/Listening/Viewing		
1.L.GC.1.5 Grammar: Form regular plural nouns by adding -s or -es. (Master)	• Songs: Nouns; More Than One • Plural Nouns	• Singular and Plural Nouns • Nouns
1.L.GC.1.6 Grammar: Form and use verbs by adding -ing, -ed, or -s. (Master)	• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare • The Three Sounds of E-D • Suffixes • Comparatives • Double the Fun	• Inflectional Endings
1.L.GC.1.7 Grammar: Use action verbs. (Master)	• Songs: It Happened Yesterday • Verbs • Past Tense Verbs	• Verbs
1.L.GC.1.8 Grammar: Use adjectives and adverbs. (Continue)	• Songs: Preposition Cat; Nouns; Verbs; Adjectives Describe; It Happened Yesterday • Adjectives • Adverbs	• Using Words • Adjectives vs. Adverbs

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
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
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 BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *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
Constructing Texts Writing/Speaking/Creating		
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
1.L.GC.2.d With adult support, use adjectives or adverbs to add details or clarify meaning.	• Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives	

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
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.		
Interpreting Texts Reading/Listening/Viewing		
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.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.		
1.L.V.3.a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	• Rusty and Rosy's Clues	• Sentence-level Context
1.L.V.3.b Identify the relationship between words and their synonyms and antonyms.	• Songs: Synonym Tree; Antonym Ant • Book: Opposites • Opposites	
1.L.V.3.c Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).	• Songs: Synonym Tree; Adjectives Describe; Verbs • Synonyms • Adjectives • Verbs	• Distinguish Meaning Among Verbs
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	

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Construction Texts Reading/Listening/Viewing		
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
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.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
Texts		
Context		
Students explore the relationships between authors, purposes, and audiences of texts.		
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.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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Constructing Texts Writing/Speaking/Creating		
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

Structures & Style

Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

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.2.a Identify and explain the use of descriptive words in texts.	• Songs: Adjectives Describe • Adjectives	• Adjectives vs. Adverbs • Feeling and Senses
Constructing Texts Writing/Speaking/Creating		
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.2.b Use descriptive words to craft engaging texts.	• Songs: Adjectives Describe • Adjectives	• Adjectives vs. Adverbs • Feeling and Senses

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Techniques		
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
Interpreting Texts Reading/Listening/Viewing		
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.pdf: Compare and contrast the adventures and experiences of characters in stories. • The City Mouse and the Country Mouse
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
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.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.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
Constructing Texts Writing/Speaking/Creating		
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
1.T.T.2.c This progression begins in 3rd grade. 2		
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.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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
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.		
Interpreting Texts Reading/Listening/Viewing		
1.T.RA.1.a Ask questions about topics of interest for research.	• Build Knowledge • Science Investigation	
1.T.RA.1.b Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.	• Build Knowledge • Science Investigation • Informational Books (See titles at end of document.)	• Collaborative Writing
1.T.RA.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
Constructing Texts Writing/Speaking/Creating		
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 BEACON Standards	Waterford Digital Activities	Waterford Resources
BEACON Early Years Fluency and Oral Language Assessment (FOLA) Blueprint		
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words)		
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.		
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.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.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	

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words) *continued*		
1.F.PA.6.b Distinguish between short and long vowel sounds in spoken one-syllable words.	• Songs: Vowels Side by Side; Apples and Bananas Vowel; Old MacDonald's Vowel; Eensy, Weensy Mouse; Sneaky Magic E • Identify Short and Long Vowel Sounds	• Long vs. Short Vowel Sounds
1.F.PA.6.c Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.	• Where Is the Sound? • Phoneme Segmentation	
1.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.	• Blend Every Sound (Phonemes) • Phoneme Substitution • Change One Sound • One, Two, Three Sounds	
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
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words) *continued*		
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.		
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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words) *continued*		
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 BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,)		
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
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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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 (Proper Nouns Nouns); More Than One • Plural Nouns • Noun	• Nouns
1.L.GC.1.10 Grammar: Form and use the simple verb tenses. (Continue)	• Songs: It Happened Yesterday • Past Tense Verbs • Verbs	• Distinguish Meaning Among Verbs
1.L.GC.1.11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Continue)	• 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	

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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	
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
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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
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.		
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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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.		
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.		
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.	• Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales & Stories (See titles at end of document.)	• 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.	• Describe Characters • Sum Up: Remember Order • Sum Up: Five Ws • Traditional Tales & Stories (See titles at end of document.)	• 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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
1.T.T.1.d With adult support, compare and contrast characters and their experiences in stories across diverse cultures.	• Describe Characters • Compare Characters • Traditional Tales & Stories (See titles at end of document.)	• Character Experiences
1.T.T.1.e Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure.		• Writing Narratives
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
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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.		
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
Rapid Automatized Naming (RAN)		
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Rapid Automatized Naming (RAN) *continued*		
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
Grade 2: Claims, Targets, and Content Standards		
Phonics		
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.		
Interpreting Texts Reading/Listening/Viewing		
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 BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *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
2.F.P.2.a Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.	• Word Recognition • Power Word • Identify Variant Vowel Words • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types	• Two Syllable Letter Patterns
2.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.	• Songs: Strange Spelling • Book: Moose Are Not Meese • Word Recognition • Power Word • Irregular Plurals • Irregular Verbs	• Irregularly Spelled Words
2.F.P.2.c Decode two-syllable nonsense words by applying rules of basic phonics skills (VVCC, VVCe, VCCC, VVCCC).	• Word Recognition • Power Word • Identify Variant Vowel Words • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types	

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
2.F.P.2.d Decode two-syllable words by applying knowledge of all major syllable types.	• Word Recognition • Power Word • Six Syllable Types • Identify Variant Vowel Words • Decode Syllable Words: CVC; Open; Open & Closed; Consonant+le; Multisyllabic • Decode Using the Six Syllable Types	
2.F.P.3.a Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high frequency words.	• Spell Using the Six Syllable Types • All Star Spelling • Make and Spell • Power Word • Spell and Blend • Spelling Exploration	• Two Syllable Letter Patterns
2.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.	• Irregular Plurals • Irregular Verbs • Power Word • All Star Spelling • Identify Variant Vowel Words • Identify r-Controlled Vowel Words • Spell Using the Six Syllable Types • Build Consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words	
2.F.P.3.c Encode two-syllable nonsense words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC).	• Spell Using the Six Syllable Types • Build Consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words	
2.F.P.3.d Encode two-syllable words by applying knowledge of all major syllable types.	• Spell Using the Six Syllable Types • Build Consonant+le Syllable Words • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words	

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Language		
Grammar Conventions		
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
Interpreting Texts Reading/Listening/Viewing		
2.L.GC.1.8 Grammar: Use adjectives and adverbs. (Master)	• Songs: Adjectives Describe; Adverbs • Adverbs • Adjectives	• Adjectives vs. Adverbs
2.L.GC.1.9 Grammar: Use common and proper nouns. (Master)	• Songs: Capital Letters (Titles; Proper Nouns; Days; Places) • Nouns	• Capitalization
2.L.GC.1.10 Grammar: Form and use the simple verb tenses. (Master)	• Songs: Verbs; Irregular Verbs; More About Verbs • Irregular Verbs • Nonaction Verbs	
2.L.GC.1.11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Master)	• Songs: Adjectives Describe • Adjectives • Power Word	
2.L.GC.1.12 Mechanics: Capitalize proper nouns. (Master)	• Edit Capitals	• Capitalization
2.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Master)	• Songs: What Is a Sentence? • Edit End Punctuation • Edit Punctuation • Edit Commas	
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	

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *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 Words	
2.L.GC.1.22 Grammar: Form and use verbs by adding -d or -es. (Introduce, Master)	• Songs: The Three Sounds of E-D • Suffixes	
2.L.GC.1.23 Grammar: Use collective and abstract nouns. (Introduce)	• Nouns	

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing		
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 • Expression Instruction: Phrases	
2.L.GC.1.28 Grammar: Form and use comparative and superlative adjectives and adverbs. (Introduce)	• Songs: Let's Compare • Comparatives	
2.L.GC.1.29 Usage: Ensure pronoun-antecedent agreement. (Introduce)	• Pronouns	• Pronouns
2.L.GC.1.30 Mechanics: Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. (Introduce)	• Songs: Quotation Marks • Edit Punctuation • Expression Instruction: Quotations	
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Constructing Texts Writing/Speaking/Creating		
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
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.		
Interpreting Texts Reading/Listening/Viewing		
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.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.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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
2.L.V.3.b Determine the relationship between words and their synonyms and antonyms. (I)	• Songs: Synonym Tree; Antonym Ant • Synonyms • Antonyms	
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
Constructing Texts Writing/Speaking/Creating		
2.L.V.2.bThis 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.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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Texts		
Context		
Students explore the relationships between authors, purposes, and audiences of texts.		
Interpreting Texts Reading/Listening/Viewing		
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
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.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
Constructing Texts Writing/Speaking/Creating		
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Structures & Style		
Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.		
Interpreting Texts Reading/Listening/Viewing		
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.2.a Identify the difference between literal and nonliteral or figurative language in texts. (I)		• Poetry Book 1: Annie Can Whistle and Other Poems
Constructing Texts Writing/Speaking/Creating		
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.2.b Use descriptive words to craft engaging texts. (C)	• Revise	• Writing Narratives

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Techniques		
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.		
Interpreting Texts Reading/Listening/Viewing		
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.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 • In the Lights: The Story of Lin-Manuel Miranda
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Interpreting Texts Reading/Listening/Viewing *continued*		
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.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
Constructing Texts Writing/Speaking/Creating		
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
2.T.T.2.c This progression begins in 3rd grade.		
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)	• Prewrite • First Draft • Revise	• Writing with Opinions • I Met a Monster
2.T.T.4.bUse 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 BEACON Standards	Waterford Digital Activities	Waterford Resources
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.		
Interpreting Texts Reading/Listening/Viewing		
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.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
Constructing Texts Writing/Speaking/Creating		
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
BEACON Early Years Fluency and Oral Language Assessment (FOLA) Blueprint		
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words)		
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
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
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 • Book: Moose Are Not Meese • Word Recognition • Power Word • Irregular Plurals • Irregular Verbs	• Irregularly Spelled Words

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words) *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.		
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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Phonics (Alphabet, Decoding, Nonsense and High Frequency Words) *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	
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,)		
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
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

Waterford.org

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
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
2.L.GC.1.8 Grammar: Use adjectives and adverbs. (Master)	• Songs: Adjectives Describe; Adverbs • Adverbs • Adjectives	• Adjectives vs. Adverbs
2.L.GC.1.9 Grammar: Use common and proper nouns. (Master)	• Songs: Capital Letters (Titles; Proper Nouns; Days; Places) • Nouns	• Capitalization
2.L.GC.1.10 Grammar: Form and use the simple verb tenses. (Master)	• Songs: Verbs; Irregular Verbs; More About Verbs • Irregular Verbs • Nonaction Verbs	
2.L.GC.1.11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Master)	• Songs: Adjectives Describe • Adjectives • Power Word	
2.L.GC.1.12 Mechanics: Capitalize proper nouns. (Master)	• Edit Capitals	• Capitalization
2.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Master)	• Songs: What Is a Sentence? • Edit End Punctuation • Edit Punctuation • Edit Commas	

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
2.L.GC.1.14 Grammar: Form plural nouns by changing -y to -ies. (Master) 1	• Songs: Tricky Y to I • Change Y to I	
2.L.GC.1.15 Grammar: Use personal pronouns (subject, object, and possessive). (Master)	• Songs: Pronouns • Pronouns	• Reflexive Pronouns
2.L.GC.1.16 Grammar: Use frequently occurring prepositions. (Master)	• Songs: Preposition Cat	
2.L.GC.1.17 Mechanics: Use commas to separate items in a series and to format dates, addresses, salutations, and closings. (Master)	• Songs: Comma, Comma, Comma • Edit Commas	
2.L.GC.1.18 Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Continue) 2	• Songs: Apostrophe Pig; Contraction Action • Contractions	• Apostrophes
2.L.GC.1.19 Grammar: Form and use irregular plural nouns. (Continue)	• Songs: More Than One • Plural Nouns	• Irregular Plural Nouns
2.L.GC.1.20 Grammar: Form and use the past tense of irregular verbs. (Continue)	• Songs: It Happened Yesterday • Nonaction Verbs • Past Tense Verbs • Irregular Verbs	
2.L.GC.1.21 Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Continue) 2	• Power 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 BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *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 • Expression Instruction: Phrases	
2.L.GC.1.28 Grammar: Form and use comparative and superlative adjectives and adverbs. (Introduce)	• Songs: Let's Compare • Comparatives	
2.L.GC.1.29 Usage: Ensure pronoun-antecedent agreement. (Introduce)	• Pronouns	• Pronouns
2.L.GC.1.30 Mechanics: Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. (Introduce)	• Songs: Quotation Marks • Edit Punctuation • Expression Instruction: Quotations	
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

Georgia BEACON Standards	Waterford Digital Activities	Waterford Resources
Oral Reading Fluency (Rate, Accuracy, Reading Expression, Comprehension, Retell, Oral Expression,) *continued*		
2.T.C.2.bThis progression begins in 6th grade.		
2.T.C.2.cThis progression begins in 3rd grade.		
2.T.C.2.dThis progression begins in 6th grade.		
Rapid Automatized Naming (RAN)		
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
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

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).