

**100%**  
Aligned

# Alignment

## November 2025

**Waterford  
Early Learning:  
Reading**

**Arizona K-2 English  
Language Arts 2016**

This document provides a detailed alignment of **Waterford Early Learning** to **Arizona K-2 English Language Arts 2016**.

## Alignment Description

This document aligns Arizona 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](https://teacher.waterford.org).

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

### Waterford Resources

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

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

### Waterford Curriculum Details

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

#### Adaptive, Individualized Learning

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

#### Data-Informed Instruction

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

#### Research-Driven Development

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

### Reading Sequence

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

### Math and Science Sequence

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

### SmartStart Sequence

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

**Kindergarten** **1**

Reading Standards for Literature.....1  
Reading Standards for Informational Text.....3  
Reading Standards: Foundational Skills.....5  
Writing Standards.....8  
Writing Standards: Foundational Skills.....10  
Speaking and Listening Standards.....11  
Language Standards .....12

**Grade 1** **15**

Reading Standards for Literature.....15  
Reading Standards for Informational Text.....16  
Reading Standards: Foundational Skills.....18  
Writing Standards.....22  
Writing Standards: Foundational Skills.....23  
Speaking and Listening Standards.....26  
Language Standards .....28

**Grade 2** **31**

Reading Standards for Literature.....31  
Reading Standards for Informational Text.....33  
Reading Standards: Foundational Skills.....35  
Writing Standards.....37  
Writing Standards: Foundational Skills.....39  
Speaking and Listening Standards.....41  
Language Standards .....43

**Books and Related Activities** **47**

**Family Engagement Resources** **49**

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Kindergarten</b>		
<b>Reading Standards for Literature</b>		
<b>Key Ideas and Details</b>		
<b>K.RL.1.</b> With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>Key Details Narrative</li> <li>Seeing Fingers</li> <li>Mine</li> </ul>
<b>K.RL.2.</b> With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Describe Characters</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> <li>Look at Details</li> <li>Picture Clues</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Story Retelling</li> <li>My Super Sticky Sandwich</li> </ul>
<b>K.RL.3.</b> With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Describe Characters</li> <li>Look at Details</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Identify Story Elements</li> <li>Seeing Fingers</li> </ul>
<b>Craft and Structure</b>		
<b>K.RL.4.</b> With prompting and support, ask and answer questions about unknown words in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>Unknown Words</li> <li>The Watermelon Seed</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Craft and Structure</b> <i>continued</i>		
<b>K.RL.5.</b> Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>Types of Text</li> </ul>
<b>K.RL.6.</b> With prompting and support, name the author and the illustrator of a story and define the role of each in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>Identifying the Author and Illustrator</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>K.RL.7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear. (e.g., what moment in a story an illustration depicts).	<ul style="list-style-type: none"> <li>Picture Clues</li> <li>Words Tell About the Pictures</li> <li>Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>Relationship Between Picture and Story</li> <li>José Three</li> </ul>
<b>8.</b> (Not applicable to literature)		
<b>K.RL.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li>Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
<b>K.RL.10.</b> With prompting and support, actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Early Reading Books</li> <li>Read-Along Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Group Reading Activities</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
<b>K.RI.1.</b> With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details</li> <li>• Seeing Fingers</li> </ul>
<b>K.RI.2.</b> With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at the end of document.)</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Look at Details</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Main Topic</li> </ul>
<b>K.RI.3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Books: Fawn Eyes; What is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm</li> <li>• Compare Characters</li> <li>• Making Connections</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Connection Between Events</li> <li>• Seeing Fingers</li> </ul>
<b>Craft and Structure</b>		
<b>K.RI.4.</b> With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Vocabulary Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Unknown Words</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Craft and Structure <i>continued</i></b>		
<b>K.RI.5.</b> Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of a Book</li> </ul>
<b>K.RI.6.</b> With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>• Identifying the Author and Illustrator</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>K.RI.7.</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Relating Pictures and Text</li> </ul>
<b>K.RI.8.</b> With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting Ideas with Reason</li> </ul>
<b>K.RI.9.</b> With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>• Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>• Find the Similarity Between Two Texts</li> <li>• The Watermelon Seed</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
<b>K.RI.10.</b> With prompting and support, actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Reading Activities</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Reading Standards: Foundational Skills</b>		
<b>Print Concepts</b>		
<b>K.RF.1.</b> Demonstrate understanding of the organization and basic features of print. <b>K.RF.1.a.</b> Follow words from left to right, top to bottom, and page by page.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Following Words</li> </ul>
<b>K.RF.1b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing Written Words</li> </ul>
<b>K.RF.1c.</b> Identify that a sentence is made up of a group of words.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Spaces In Print</li> </ul>
<b>K.RF.1d.</b> Recognize the difference between a letter and a printed word.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Alphabet Introduction</li> </ul>	
<b>K.RF.1e.</b> Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Spaces In Print</li> </ul>
<b>K.RF.1f.</b> Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Distinguish Letters</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and Lowercase Letters</li> </ul>



Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Phonological Awareness</b>		
<p><b>K.RF.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>K.RF.2.a.</b> Identify and produce sounds (phonemes) in a spoken word.</p>	<p>Waterford provides activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.</p>	
<p><b>K.RF.2b.</b> Recognize and produce rhyming words.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming Words</li> </ul>
<p><b>K.RF.2c.</b> Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/.</p>	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Syllable Deletion With Compound Words</li> <li>• Blend Onset/Rime</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> <li>• Blending Dragon</li> <li>• Blend Phonemes</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting Syllables</li> <li>• Single Syllable Letter Patterns</li> </ul>
<p><b>K.RF.2d.</b> Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)</p>	<ul style="list-style-type: none"> <li>• Initial Sounds</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting Words</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Phonological Awareness <i>continued</i></b>		
<b>K.RF.2e.</b> Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> <li>• Phoneme Substitution</li> </ul>	
<b>Phonics and Word Recognition</b>		
<b>K.RF.3.</b> Know and apply phonics and word analysis skills in decoding words. <b>K.RF.3.a.</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound(s) for each consonant and the five major vowels.	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>	
<b>K.RF.3b.</b> Decode regularly spelled closed-syllable words.	<ul style="list-style-type: none"> <li>• Early Reading Books (See titles at end of document.)</li> <li>• Blend Decodable Words</li> <li>• Blending Riddles</li> <li>• Blending</li> <li>• Find the Picture</li> <li>• Blend Every Sound</li> <li>• Blend Phonemes</li> </ul>	
<b>K.RF.3c.</b> Read 50 common high-frequency words by sight from a research-based word list.	<ul style="list-style-type: none"> <li>• Early Reading Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Word</li> </ul>	
<b>K.RF.3d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>	

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Fluency</b>		
<b>K.RF.4.</b> Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Early Reading Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Reading Check</li> <li>• Decodable Books</li> <li>• Waterford Beginning Readers and Decodable Books</li> </ul>
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
<b>K.W.1.</b> With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>K.W.2.</b> With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>K.W.3.</b> With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		<ul style="list-style-type: none"> <li>• Writing Narratives</li> <li>• My Super Sticky Sandwich</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Production and Distribution of Writing</b>		
<b>K.W.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	Waterford provides access to a feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: activities.	
<b>K.W.5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		<ul style="list-style-type: none"> <li>• Editing</li> </ul>
<b>K.W.6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers.	Waterford provides access to a feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: activities.	<ul style="list-style-type: none"> <li>• My Super Sticky Sandwich</li> </ul>
<b>Research to Build and Present Knowledge</b>		
<b>K.W.7.</b> With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		<ul style="list-style-type: none"> <li>• Collaborative Writing</li> </ul>
<b>K.W.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Step Into the Story</li> <li>• Find an Answer</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Information</li> </ul>
<b>9.</b> Begins in grade 4.		
<b>Range of Writing</b>		
<b>10.</b> Begins in grade 3.		

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Writing Standards: Foundational Skills</b>		
<b>Sound-letter basics and Handwriting</b>		
<b>K.WF.1.</b> Demonstrate and apply handwriting skills. <b>K.WF.1a.</b> Match upper and lower case manuscript letters.	<ul style="list-style-type: none"> <li>Letter Trace</li> <li>Distinguish Letters</li> </ul>	<ul style="list-style-type: none"> <li>Upper And Lowercase Letters</li> </ul>
<b>K.WF.1b.</b> Write upper and lower manuscript letters, with reference to a model.	<ul style="list-style-type: none"> <li>Letter Trace</li> <li>Distinguish Letters</li> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Printing Upper And Lowercase</li> </ul>
<b>K.WF.1c.</b> Write left to right using appropriate spacing between words.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Spaces In Print</li> </ul>
<b>K.WF.2.</b> Demonstrate and apply sound-letter concepts when writing. <b>K.WF.2a.</b> Orally segment the phonemes in any single-syllable, spoken word.	<ul style="list-style-type: none"> <li>Sound Songs</li> <li>Sound Room</li> <li>Name That Letter Sound</li> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Write Consonants And Short-Vowels</li> </ul>
<b>K.WF.2b.</b> Demonstrate and understand that each syllable is organized around a vowel sound.	<ul style="list-style-type: none"> <li>Syllable</li> <li>Syllable Safari</li> <li>Syllable Deletion With Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting Syllables</li> </ul>
<b>Spelling</b>		
<b>K.WF.3.</b> Know and apply phonics and word analysis skills when encoding words. <b>K.WF.3a.</b> Represent phonemes in simple words, using letter-sound relationships.	<ul style="list-style-type: none"> <li>Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>Simple Phonetic Spelling</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Spelling continued</b>		
<b>K.WF.3b.</b> Write or select an initial or final consonant when a medial vowel is provided.	<ul style="list-style-type: none"> <li>Initial Sounds</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where Is the Sound?</li> </ul>	
<b>K.WF.3c.</b> Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.	<ul style="list-style-type: none"> <li>Power Word</li> <li>Stick 'n' Spell</li> </ul>	<ul style="list-style-type: none"> <li>Power Word Practice Collection</li> </ul>
<b>K.WF.3d.</b> Accurately write grade-level appropriate words, as found in a research-based word list.	<ul style="list-style-type: none"> <li>Power Word</li> <li>Name Game</li> <li>Stick 'n' Spell</li> </ul>	
<b>K.WF.3e.</b> Attempt phonetic spelling of unknown words.	<ul style="list-style-type: none"> <li>Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>Simple Phonetic Spelling</li> </ul>
<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
<p><b>K.SL.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>K.SL.1a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Speaking and Listening</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Comprehension and Collaboration</b> <i>continued</i>		
<b>K.SL.1b.</b> Continue a conversation through multiple exchanges.		<ul style="list-style-type: none"> <li>• Conversation Building</li> </ul>
<b>K.SL.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying Information.</li> </ul>
<b>K.SL.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying Information</li> </ul>
<b>Presentation of Knowledge and Ideas</b>		
<b>K.SL.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional details.	<ul style="list-style-type: none"> <li>• Look At Details</li> </ul>	<ul style="list-style-type: none"> <li>• Describing Things</li> </ul>
<b>K.SL.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Expressing Ideas Through Pictures</li> </ul>
<b>K.SL.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.		<ul style="list-style-type: none"> <li>• Speaking To Express Ideas</li> </ul>
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
<b>K.L.1.</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <b>K.L.1a.</b> Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> <li>• Nouns</li> <li>• Verbs</li> </ul>	

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Craft and Structure <i>continued</i></b>		
<b>K.L.1b.</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<ul style="list-style-type: none"> <li>Songs: More Than One</li> <li>Plural Nouns</li> </ul>	
<b>K.L.1c.</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Science Investigation</li> </ul>	
<b>K.L.1d.</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> <li>Songs: Preposition Cat</li> </ul>	
<b>K.L.1e.</b> Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Complete Sentences</li> </ul>
<b>K.L.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>K.L.2a.</b> Capitalize the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization</li> </ul>
<b>K.L.2b.</b> Recognize and name end punctuation.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation</li> </ul>
<b>Knowledge of Language</b>		
<b>3.</b> (Begins in grade 2)		



Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Vocabulary Acquisition and Use</b>		
<b>4.</b> (Begins in grade 1)		
<p><b>K.L.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>K.L.5a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>• Sort</li> <li>• Make Comparisons</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Common Object Sorting</li> </ul>
<p><b>K.L.5b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.</p>	<ul style="list-style-type: none"> <li>• Songs: Verbs</li> <li>• Books: Opposites</li> <li>• Opposites</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Antonyms For Verbs and Adjectives</li> </ul>
<p><b>K.L.5c.</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>		<ul style="list-style-type: none"> <li>• Identify Real-Life Connections</li> </ul>
<p><b>K.L.5d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>		<ul style="list-style-type: none"> <li>• Distinguish Meaning Among Verbs</li> </ul>
<p><b>K.L.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Grade 1</b>		
<b>Reading Standards for Literature</b>		
<b>Key Ideas and Details</b>		
<b>1.RL.1.</b> Ask and answer questions such as who, what, where, why, when, and how about key details in a text.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories (See titles at end of document.)</li> <li>Recall Details</li> <li>Ask a Question</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Key Details</li> <li>The Gingerbread Man</li> </ul>
<b>1.RL.2.</b> Retell stories, including key details and demonstrate understanding of their main idea, central message, or lesson.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories (See titles at end of document.)</li> <li>Recall Details</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Story Retelling</li> <li>The Three Little Pigs</li> <li>Mr. Lucky Straw</li> <li>Goldilocks and the Three Bears</li> <li>The Gingerbread Man</li> </ul>
<b>1.RL.3.</b> Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories (See titles at end of document.)</li> <li>Describe Characters</li> <li>Compare Characters</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Describe the Story 1</li> <li>Describe the Story 2</li> <li>Goldilocks and the Three Bears</li> <li>Anansi and the Seven Yam Hills</li> <li>The Little Red Hen</li> <li>The Gingerbread Man</li> </ul>
<b>Craft and Structure</b>		
<b>1.RL.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Feelings and Senses</li> </ul>
<b>1.RL.5.</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Information vs stories</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Craft and Structure</b> <i>continued</i>		
<b>1.RL.6.</b> Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves</li> </ul>	<ul style="list-style-type: none"> <li>Who Is Telling the Story</li> <li>Mr. Lucky Straw</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>1.RL.7.</b> Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories (See titles at end of document.)</li> <li>Describe Characters</li> <li>Recall Details</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Describe the Story 1</li> <li>Describe the Story 2</li> <li>Goldilocks and the Three Bears</li> <li>Anansi and the Seven Yam Hills</li> <li>The Little Red Hen</li> <li>The Gingerbread Man</li> </ul>
<b>8.</b> (Not applicable to literature)		
<b>1.RL.9.</b> Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories (See titles at end of document.)</li> <li>Describe Characters</li> <li>Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>Character Experiences</li> <li>The Little Red Hen</li> <li>The Ugly Duckling</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
<b>1.RL.10.</b> With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories</li> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>	
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
<b>1.RI.1.</b> Ask and answer questions such as who, what, where, why, and how about key details in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Recall Details</li> <li>Ask a Question</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Key Details Informational</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Key Ideas and Details</b> <i>continued</i>		
<b>1.RI.2.</b> Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Main Topic</li> <li>Jane Goodall</li> </ul>
<b>1.RI.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Making Connections</li> <li>Compare Characters</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Connecting ideas</li> </ul>
<b>Craft and Structure</b>		
<b>1.RI.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>Identify Meaning Of Words And Phrases</li> <li>Mr. Lucky Straw</li> </ul>
<b>1.RI.5.</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<ul style="list-style-type: none"> <li>Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>Locating key facts</li> </ul>
<b>1.RI.6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Pulling Information from a Picture or Text</li> <li>Animal Bodies</li> <li>Mr. Lucky Straw</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>1.RI.7.</b> Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Pulling Information from a Picture or Text</li> <li>Animal Bodies</li> <li>Mr. Lucky Straw</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Integration of Knowledge and Ideas <i>continued</i></b>		
<b>1.RI.8.</b> Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Supporting Points</li> </ul>
<b>1.RI.9.</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Find the Similarity Between Two Texts</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
<b>1.RI.10.</b> With prompting and support read informational texts, including functional texts, history/social studies, science, and technical texts appropriately complex for grade 1.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Informational reading</li> <li>Animal Bodies</li> <li>Jane Goodall</li> </ul>
<b>Reading Standards: Foundational Skills</b>		
<b>Print Concepts</b>		
<b>1.RF.1.</b> Demonstrate understanding of the organization and basic features of print. <b>1.RF.1a.</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Capital Letters</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>Sentence Features</li> </ul>
<b>Phonological Awareness</b>		
<b>1.RF.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>1.RF.2a.</b> Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald Has Some Vowels; Apples and Bananas Vowel Song; Eensy, Weensy Mouse</li> </ul>	<ul style="list-style-type: none"> <li>Long vs Short Vowel Sounds</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Phonological Awareness <i>continued</i></b>		
<b>1.RF.2b.</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<ul style="list-style-type: none"> <li>• Songs: Consonants Together</li> <li>• Blend Phonemes</li> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> <li>• Word Blending</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Form Words By Blending Sounds</li> </ul>
<b>1.RF.2c.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Letter Sound</li> <li>• Say and Trace</li> <li>• Sound Room</li> <li>• Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Form Words By Blending Sounds</li> <li>• Segmenting Words</li> </ul>
<b>1.RF.2d.</b> Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/).	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting Words Into Phonemes</li> </ul>
<b>1.RF.2e.</b> Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/).	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming Words</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Phonological Awareness <i>continued</i></b>		
<b>1.RF.2f.</b> Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.	<ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• One, Two, Three Sounds</li> </ul>	
<b>Phonics and Word Recognition</b>		
<b>1.RF.3.</b> Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. <b>1.RF.3a.</b> Know the spelling-sound correspondences for common consonant digraphs.	<ul style="list-style-type: none"> <li>• Songs: C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; T-H Has Two Sounds; Where is a Whale?</li> <li>• Word Pattern Spelling</li> <li>• Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-Sound Correspondences</li> </ul>
<b>1.RF.3b.</b> Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E; C and G; Key Words</li> <li>• Name That Sound</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Spell and Blend</li> </ul>	<ul style="list-style-type: none"> <li>• Single Syllable Letter Patterns</li> <li>• Spelling-Sound Correspondences</li> </ul>
<b>1.RF.3c.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> <li>• Songs: Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship Of Vowel To Syllable</li> </ul>
<b>1.RF.3d.</b> Recognize and apply all six syllable types when decoding grade level texts.	<ul style="list-style-type: none"> <li>• Decode Syllable Words (CVC; Open; Open &amp; Closed; Consonant+le)</li> <li>• Decode Using the Six Syllable Types</li> </ul>	<ul style="list-style-type: none"> <li>• Two Syllable Letter Patterns</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Recognition <i>continued</i></b>		
<b>1.RF.3e.</b> Read words with inflectional endings.	<ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED</li> <li>• Suffixes</li> <li>• Comparatives</li> </ul>	<ul style="list-style-type: none"> <li>• Inflectional Endings</li> </ul>
<b>1.RF.3f.</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales and Stories (See titles at end of document.)</li> <li>• Word Mastery</li> <li>• Power Word</li> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly Spelled Words</li> <li>• Power Word Collection Practice</li> </ul>
<b>Fluency</b>		
<b>1.RF.4.</b> Read with sufficient accuracy and fluency to support comprehension. <b>1.RF.4a.</b> Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales and Stories (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check</li> </ul>
<b>1.RF.4b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> <li>• Traditional Tales and Stories (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check</li> </ul>
<b>1.RF.4c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Early Reading Books (See titles at end of document.)</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Word Recognition</li> <li>• Mr. Lucky Straw</li> </ul>



Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
<b>1.W.1.</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>1.W.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>1.W.3.</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>Production and Distribution of Writing</b>		
<b>1.W.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).	Waterford includes a feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: activities.	
<b>1.W.5.</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		<ul style="list-style-type: none"> <li>• Editing</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Production and Distribution of Writing <i>continued</i></b>		
<b>1.W.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Waterford includes a feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: activities.	<ul style="list-style-type: none"> <li>• Goldilocks and the Three Bears</li> <li>• The Ugly Duckling</li> </ul>
<b>Research to Build and Present Knowledge</b>		
<b>1.W.7.</b> With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		<ul style="list-style-type: none"> <li>• Collaborative writing</li> </ul>
<b>1.W.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information</li> <li>• The Writing Process</li> <li>• Class Discussion</li> <li>• The Little Red Hen</li> <li>• The Gingerbread Man</li> <li>• Goldilocks and the Three Bears</li> </ul>
<b>9.</b> Begins in grade 4.		
<b>Range of Writing</b>		
<b>10.</b> Begins in grade 3.		
<b>Writing Standards: Foundational Skills</b>		
<b>Sound-letter basics and Handwriting</b>		
<b>1.WF.1.</b> Demonstrate and apply handwriting skills. <b>1.WF.1a.</b> Write upper and lower case manuscript alphabet from memory using correct letter formation.	<ul style="list-style-type: none"> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Print All Upper- And Lowercase Letters</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Sound-letter basics and Handwriting <i>continued</i></b>		
<b>1.WF.1b.</b> Write the common grapheme (letter or letter group) for each phoneme.	<ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Sound Songs</li> <li>• Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound Correspondences</li> </ul>
<b>1.WF.1c.</b> Write with appropriate spacing between letters and words.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	
<b>1.WF.2.</b> Demonstrate and apply sound-letter concepts. <b>a.</b> Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.	<ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Phoneme Segmentation</li> <li>• Name That Letter Sound</li> </ul>	
<b>1.WF.2b.</b> Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	<ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Syllables</li> <li>• Name That Letter Sound</li> </ul>	

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Spelling</b>		
<p><b>1.WF.3.</b> Know and apply phonics and word analysis skills when encoding words.</p> <p><b>1.WF.3a.</b> Spell common, regular, single-syllable words using:</p> <ol style="list-style-type: none"> <li>1. Short vowels and single consonants.</li> <li>2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).</li> <li>3. Initial and final consonant blends (e.g., must, slab, plump).</li> <li>4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).</li> <li>5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).</li> </ol>	<ul style="list-style-type: none"> <li>• Songs: Double the Fun; Blends, Consonants Together; sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Consonants</li> <li>• Spelling Scramble</li> <li>• Word Pattern Spelling</li> <li>• Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound Correspondences</li> </ul>
<p><b>1.WF.3b.</b> With prompting and support, spell on-level words with inflectional endings:</p> <ol style="list-style-type: none"> <li>1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).</li> <li>2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).</li> <li>3. Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).</li> </ol>	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; Adjectives Describe; More Than One; Let's Compare</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Inflectional Endings</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Spelling <i>continued</i></b>		
<p><b>1.WF.3c.</b> With prompting and support, spell on-level two-syllable words, including:</p> <p><b>1.</b> Words that end in -y or -ly (e.g., smelly, gladly).</p> <p><b>2.</b> Common compound words (e.g., hotdog, mailbox).</p> <p><b>3.</b> Words with two closed syllables (e.g., rabbit, wagon).</p>	<ul style="list-style-type: none"> <li>• Songs: Tricky Y to I; Compound Words</li> <li>• Change Y to I</li> <li>• Compound Words</li> <li>• Word Pattern Spelling</li> </ul>	
<p><b>1.WF.3d.</b> Spell grade-level appropriate words in English as found in a research-based list, including:</p> <p><b>1.</b> Irregular words (e.g., said, what, are, they, was).</p> <p><b>2.</b> Pattern based words (e.g., he, him, for, in, by, like).</p>	<ul style="list-style-type: none"> <li>• Power Word</li> <li>• Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly Spelled Words</li> </ul>
<p><b>1.WF.3e.</b> Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Sound Songs</li> <li>• Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-Sound Correspondence</li> </ul>
<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
<p><b>1.SL.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>1.SL.1a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• The Gingerbread Man</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Comprehension and Collaboration</b> <i>continued</i>		
<b>1.SL.1b.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		<ul style="list-style-type: none"> <li>• Conversation Building</li> </ul>
<b>1.SL.1c.</b> Ask questions to clear up any confusion about the topics and texts under discussion.		<ul style="list-style-type: none"> <li>• Ask Questions</li> </ul>
<b>1.SL.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		<ul style="list-style-type: none"> <li>• Key Details</li> <li>• The Three Little Pigs</li> <li>• Anansi And The Seven Yarn Hills</li> <li>• Mr. Lucky Straw</li> </ul>
<b>1.SL.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		<ul style="list-style-type: none"> <li>• Gathering Additional Information Through Questions</li> <li>• Animal Bodies</li> </ul>
<b>Presentation of Knowledge and Ideas</b>		
<b>1.SL.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		<ul style="list-style-type: none"> <li>• Use Relevant Details To Express Ideas And Feelings</li> </ul>
<b>1.SL.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> <li>• Expressing Ideas Through Pictures</li> <li>• Animal Bodies</li> </ul>
<b>1.SL.6.</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?</li> </ul>	

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
<b>1.L.1.</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <b>1.L.1a.</b> Use common, proper, and possessive nouns.	<ul style="list-style-type: none"> <li>• Songs: Apostrophe Pig; Nouns; Pronouns</li> <li>• Nouns</li> <li>• Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns</li> </ul>
<b>1.L.1b.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; More Than One</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Singular and Plural nouns</li> </ul>
<b>1.L.1c.</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	<ul style="list-style-type: none"> <li>• Songs: Pronouns</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns</li> </ul>
<b>1.L.1d.</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<ul style="list-style-type: none"> <li>• Songs: It Happened Yesterday; Verbs</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs</li> </ul>
<b>1.L.1e.</b> Use frequently occurring adjectives.	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> </ul>
<b>1.L.1f.</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).	<ul style="list-style-type: none"> <li>• Power Word</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions</li> </ul>
<b>1.L.1g.</b> Use determiners (e.g., articles, demonstratives).	<ul style="list-style-type: none"> <li>• Power Word</li> </ul>	<ul style="list-style-type: none"> <li>• Determiners</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Conventions of Standard English</b> <i>continued</i>		
<b>1.L.1h.</b> Use frequently occurring prepositions (e.g., during, beyond, toward).	<ul style="list-style-type: none"> <li>Songs: Preposition Cat</li> <li>Over, Under, and Through</li> <li>Over, Under, Above, Below</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions</li> </ul>
<b>1.L.1i.</b> Produce and expand complete simple and compound sentences.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Simple and compound sentences</li> </ul>
<b>1.L.1j.</b> In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.	<ul style="list-style-type: none"> <li>Songs: Sentence Marks</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Simple and Compound Sentences</li> </ul>
<b>1.L.1k.</b> Write multiple sentences in an order that supports a main idea or story.	<ul style="list-style-type: none"> <li>Songs: What Is a sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Simple and Compound Sentences</li> </ul>
<b>1.L.2.</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <b>1.L.2a.</b> Capitalize dates and names of people.	<ul style="list-style-type: none"> <li>Songs: Capital Letters; Proper Nouns</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization</li> </ul>
<b>1.L.2b.</b> Use end punctuation for sentences.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentence Marks</li> <li>Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation</li> </ul>
<b>1.L.2c.</b> Use commas in dates and to separate single words in a series.	<ul style="list-style-type: none"> <li>Songs: Comma, Comma, Comma</li> <li>Edit Commas</li> </ul>	<ul style="list-style-type: none"> <li>Commas</li> </ul>
<b>Knowledge of Language</b>		
<b>3.</b> Begins in grade 2.		



Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Vocabulary Acquisition and Use</b>		
<p><b>1.L.4.</b> With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><b>1.L.4a.</b> Use frequently occurring affixes as a clue to the meaning of a word.</p>	<ul style="list-style-type: none"> <li>• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End</li> <li>• Double the Fun</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Clues Of Frequently Occurring Affixes</li> </ul>
<p><b>1.L.4b.</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> <li>• Songs: Put it at the Front; Put it at the End</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently Occurring Root Words</li> </ul>
<p><b>1.L.4c.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>• Readable Books (See titles at end of document.)</li> <li>• Rusty and Rosy's Clues</li> <li>• Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li>• Word Recognition</li> <li>• Mr. Lucky Straw</li> <li>• Sentence-Level Context</li> </ul>
<p><b>1.L.5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>1.L.5a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry</li> <li>• Books: Buttons, Buttons; The Birds, the Beasts, and the Bat</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting Common Objects Into Categories</li> </ul>
<p><b>1.L.5b.</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>		<ul style="list-style-type: none"> <li>• Defining Words</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Vocabulary Acquisition and Use</b> <i>continued</i>		
<b>1.L.5c.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<ul style="list-style-type: none"> <li>• Readable Books (See titles at end of document.)</li> <li>• Making Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Real-Life Connections</li> </ul>
<b>1.L.5d.</b> With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<ul style="list-style-type: none"> <li>• Songs: Synonym Tree; Antonym Ant</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish Meaning Among Verbs</li> </ul>
<b>1.L.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
<b>Grade 2</b>		
<b>Reading Standards for Literature</b>		
<b>Key Ideas and Details</b>		
<b>2.RL.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Compare Characters</li> <li>• Map the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Who, What, Where, When, And Why</li> </ul>
<b>2.RL.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Moral of The Story</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Key Ideas and Details</b> <i>continued</i>		
<b>2.RL.3.</b> Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Compare Characters: Why Wind and Water Fight</li> <li>• Map the Story</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• How Characters Are Affected By Story Events</li> </ul>
<b>Craft and Structure</b>		
<b>2.RL.4.</b> Describe how words and phrases supply rhythm (e.g., regular beats, alliterations, rhymes, repeated lines) and meaning in a story, poem, or song.	<ul style="list-style-type: none"> <li>• Expression: Phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm</li> </ul>
<b>2.RL.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> <li>• Songs: Reading Detective</li> <li>• Sum Up: Remember Order</li> <li>• Map the Story</li> </ul>	
<b>2.RL.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> <li>• Books: Why Wind and Water Fight; Three Billy Goats Gruff</li> <li>• Compare Characters</li> <li>• Expression: Quotations</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>2.RL.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up: Remember Order</li> <li>• Peek at the Story</li> <li>• Check My Prediction</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Characters, Setting, or Plot</li> <li>• The Snow Lion: A Chinese Tale</li> </ul>
<b>8.</b> (Not applicable to literature)		

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Integration of Knowledge and Ideas <i>continued</i></b>		
<b>2.RL.9.</b> Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Read-Along Books</li> <li>• Traditional Tales and Stories (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
<b>2.RL.10.</b> By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.	<ul style="list-style-type: none"> <li>• Reading Detective (Peek at the Story/Check My Prediction)</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Build Knowledge</li> <li>• Map the Story</li> <li>• Fluency Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Stories and Poetry</li> </ul>
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
<b>2.RI.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up: Remember Order</li> <li>• Peek at the Story</li> <li>• Check My Prediction</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Who, What, Where, When, and Why</li> <li>• Defying Gravity: The Story of Mae Jemison</li> <li>• The Courage to Learn: The Story of Helen Keller</li> </ul>
<b>2.RI.2.</b> Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the Main Topic</li> <li>• The Courage to Learn: The Story of Helen Keller</li> <li>• Defying Gravity: The Story of Mae Jemison</li> <li>• Taking Flight: The Story of Bessie Coleman</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Key Ideas and Details</b> <i>continued</i>		
<b>2.RI.3.</b> With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> <li>Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison, Stephen Hawking, Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain, Thales, Archimedes, Ada Byron Lovelace</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Connection between Events</li> </ul>
<b>Craft and Structure</b>		
<b>2.RI.4.</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> <li>Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi's Perimeter</li> <li>Vocabulary Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Find the Meaning of a Word</li> </ul>
<b>2.RI.5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<ul style="list-style-type: none"> <li>Songs: Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>Locating Key Facts</li> </ul>
<b>2.RI.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Main Purpose of a Text</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>2.RI.7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> <li>Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying with Pictures</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Integration of Knowledge and Ideas <i>continued</i></b>		
<b>2.RI.8.</b> Describe how reasons or evidence support specific points the author makes in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Supporting Ideas with Reason</li> </ul>
<b>2.RI.9.</b> Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Louis Braille and Seeing Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast Informational</li> <li>Taking Flight: The Story of Bessie Coleman</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
<b>2.RI.10.</b> By the end of year, proficiently and independently read and comprehend informational texts, including history/ social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.	<ul style="list-style-type: none"> <li>Informational Books: Sound; White-tailed Deer; the Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; The Bee's Secret; Reaching Above; Your Backyard; Fossils Under Our Feet; Water; Inventions All Around; I Want to Be a Scientist Like... Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like... Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> </ul>	<ul style="list-style-type: none"> <li>Reading Check</li> </ul>
<b>Reading Standards: Foundational Skills</b>		
<b>Phonics and Word Recognition</b>		
<b>2.RF.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>2.RF.3a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>Readable Word Play</li> <li>Spelling Exploration</li> <li>Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>Long vs Short Vowel Sounds</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Phonics and Word Recognition <i>continued</i></b>		
<b>2.RF.3b.</b> Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Readable Word Play</li> <li>• Make and Spell</li> <li>• All-Star Spelling</li> <li>• Spelling Exploration</li> <li>• Word Recognition</li> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound Correspondences</li> </ul>
<b>2.RF.3c.</b> Identify and apply all six syllable types to decode appropriate grade-level text.	<ul style="list-style-type: none"> <li>• Books: How Did the Chicken Cross the Road (6 syllable types)</li> <li>• Decode Using the Six Syllable Types</li> </ul>	
<b>2.RF.3d.</b> Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> <li>• Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Comparatives</li> <li>• Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>• Prefix and Suffix</li> </ul>
<b>2.RF.3e.</b> Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> <li>• Word Recognition</li> <li>• Power Word</li> <li>• Spelling</li> <li>• Spelling Exploration</li> <li>• All-Star Spelling</li> <li>• Make and Spell</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent Words</li> </ul>
<b>2.RF.3f.</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Word Recognition</li> <li>• Power Word</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly Spelled Words</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Fluency</b>		
<b>2.RF.4.</b> Read with sufficient accuracy and fluency to support comprehension. <b>2.RF.4a.</b> Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Reading Check</li> <li>• Fluency Check</li> </ul>
<b>2.RF.4b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books</li> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check</li> <li>• Fluency Check</li> </ul>
<b>2.RF.4c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books</li> <li>• Use a Clue</li> <li>• Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Root Word to Determine Meaning</li> </ul>
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
<b>2.W.1.</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Prewrite</li> <li>• First Draft</li> <li>• Revise</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>2.W.2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<ul style="list-style-type: none"> <li>• Prewrite</li> <li>• First Draft</li> <li>• Revise</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>



Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Text Types and Purposes</b> <i>continued</i>		
<b>2.W.3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<ul style="list-style-type: none"> <li>• Prewrite</li> <li>• First Draft</li> <li>• Revise</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>Production and Distribution of Writing</b>		
<b>2.W.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).	<ul style="list-style-type: none"> <li>• Prewrite</li> <li>• First Draft</li> <li>• Revise</li> <li>• Edit</li> </ul>	
<b>2.W.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> <li>• Prewrite</li> <li>• First Draft</li> <li>• Revise</li> <li>• Edit</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with Opinions</li> <li>• Writing with Facts</li> </ul>
<b>2.W.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		<ul style="list-style-type: none"> <li>• Taking Flight: The Story of Bessie Coleman</li> <li>• In the Lights: The Story of Lin-Manuel Miranda</li> <li>• Defying Gravity: The Story of Mae Jemison</li> </ul>
<b>Research to Build and Present Knowledge</b>		
<b>2.W.7.</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		<ul style="list-style-type: none"> <li>• Collaborative Writing</li> <li>• Recalling Information</li> <li>• Taking Flight: The Story of Bessie Coleman</li> <li>• In the Lights: The Story of Lin-Manuel Miranda</li> <li>• Defying Gravity: The Story of Mae Jemison</li> <li>• Good Trouble: The Story of John Lewis</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Research to Build and Present Knowledge <i>continued</i></b>		
<b>2.W.8.</b> Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information</li> <li>• Collaborative Writing</li> <li>• Recalling Information</li> <li>• Taking Flight: The Story of Bessie Coleman</li> <li>• In the Lights: The Story of Lin-Manuel Miranda</li> <li>• Defying Gravity: The Story of Mae Jemison</li> <li>• Good Trouble: The Story of John Lewis</li> </ul>
<b>9.</b> Begins in grade 4		
<b>Range of Writing</b>		
<b>10.</b> Begins in grade 3.		
<b>Writing Standards: Foundational Skills</b>		
<b>Sound-letter basics and Handwriting</b>		
<b>2.WF.1</b> Demonstrate and apply handwriting skills. <b>2.WF.1a.</b> Write legibly in manuscript using correct letter formation. <b>2.WF.1b.</b> Transcribe ideas in manuscript with automaticity and proper spacing.	All writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
<b>2.WF.2</b> Demonstrate and apply sound-letter concepts. <b>2.WF.2a.</b> Write the most common graphemes (letters or letter groups) for each phoneme. For example: <b>1.</b> Consonants: /s/=s, ss, ce, ci, cy /f/=f, ff, ph/k/=c, k, ck <b>2.</b> Vowels: /o/=o, o_e, oa, ow (long o) /a/=a, a_e, ai, ay, eigh (long a)	<ul style="list-style-type: none"> <li>• Songs: Silent Letters; Schwa Sound; P-H and G-H Say Fff</li> <li>• Spelling Exploration</li> <li>• Spell and Blend</li> <li>• Songs: Lazy Letter Q; S Steals the Z</li> <li>• Sound Room</li> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Name That Letter Sound</li> </ul>	

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Spelling</b>		
<p><b>2.WF.3</b> Know and apply phonics and word analysis skills when encoding words.</p> <p><b>2.WF.3a.</b> Spell on-level, regular, single-syllable words that include:</p> <ol style="list-style-type: none"> <li>1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).</li> <li>2. Complex consonant blends (e.g., scr, str, squ).</li> <li>3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).</li> <li>4. Vowel-r combinations (e.g., turn, star, third, four, for).</li> <li>5. Contractions (e.g., we'll, I'm, they've, don't).</li> <li>6. Homophones (e.g., bear, bare; past, passed).</li> <li>7. Plurals and possessives (e.g., its, it's).</li> </ol>	<ul style="list-style-type: none"> <li>• Songs: Homophone Monkey; Bossy Mr. R; Vowels Side by Side; Double the Fun; Sneaky Magic E; More Than One; Contraction Action</li> <li>• Spelling</li> <li>• Spelling Exploration</li> <li>• All-Star Spelling</li> <li>• Make and Spell</li> <li>• Spell and Blend</li> <li>• Word Pattern Spelling</li> </ul>	
<p><b>2.WF.3b.</b> With prompting and support, spell two-and three-syllable words that:</p> <ol style="list-style-type: none"> <li>1. Combine closed, open, vowel teams, vowel-r, and CVC (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).</li> <li>2. Include familiar compound words (e.g., houseboat, yellowtail).</li> <li>3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).</li> </ol>	<ul style="list-style-type: none"> <li>• Songs: Put it at the Front; Put It at the End; Let's Compare; Compound Words</li> <li>• Spell Using the Six Syllable Types</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Comparatives</li> </ul>	
<p><b>2.WF.3c.</b> With prompting and support, spell words with suffixes that require:</p> <ol style="list-style-type: none"> <li>1. Consonant doubling (e.g., running, slipped).</li> <li>2. Dropping silent e (e.g., smiled, paving).</li> <li>3. Changing y to i (e.g., cried, babies).</li> </ol>	<ul style="list-style-type: none"> <li>• Songs: Tricky Y to I; Sneaky Magic E; Double the Fun; Let's Compare; Put it at the End; Drop Magic E</li> <li>• Change Y to I</li> <li>• Suffixes</li> </ul>	

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Spelling <i>continued</i></b>		
<p><b>2.WF.3d.</b> Spell grade-level appropriate words in English, as found in a research-based list, including:</p> <p><b>1.</b> Irregular words (e.g., against, many, enough, does).</p> <p><b>2.</b> Pattern-based words (e.g., which, kind, have).</p>	<ul style="list-style-type: none"> <li>• Songs: Strange Spelling; Irregular Verbs</li> <li>• Spelling</li> <li>• All-star Spelling</li> <li>• Spelling Exploration</li> <li>• Spell and Blend</li> <li>• Make and Spell</li> <li>• Irregular Plurals</li> <li>• Irregular Verbs</li> <li>• Power Word</li> <li>• Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Power Word Collection Practice</li> </ul>
<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
<p><b>2.SL.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>2.SL.1a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Eyes on the Goal: The Story of Abby Wambach</li> </ul>
<p><b>2.SL.1b.</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p>		<ul style="list-style-type: none"> <li>• Conversation Building</li> </ul>
<p><b>2.SL.1c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>		<ul style="list-style-type: none"> <li>• Ask Questions</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Comprehension and Collaboration</b> <i>continued</i>		
<b>2.SL.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details</li> <li>• The Courage to Learn: The Story of Helen Keller</li> <li>• Defying Gravity: The Story of Mae Jemison</li> <li>• Taking Flight: The Story of Bessie Coleman</li> </ul>
<b>2.SL.3.</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		<ul style="list-style-type: none"> <li>• Gathering Additional Information Through Questions</li> </ul>
<b>Presentation of Knowledge and Ideas</b>		
<b>2.SL.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		<ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Good Trouble: The Story of John Lewis</li> <li>• Taking Flight: The Story of Bessie Coleman</li> <li>• In the Lights: The Story of Lin-Manuel Miranda</li> <li>• Defying Gravity: The Story of Mae Jemison</li> </ul>
<b>2.SL.5.</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none"> <li>• Creating Stories</li> <li>• Good Trouble: The Story of John Lewis</li> <li>• Taking Flight: The Story of Bessie Coleman</li> <li>• In the Lights: The Story of Lin-Manuel Miranda</li> <li>• Defying Gravity: The Story of Mae Jemison</li> </ul>
<b>2.SL.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Forming Complete Sentences</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
<b>2.L.1.</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <b>2.L.1a.</b> Use collective nouns (e.g., group).	<ul style="list-style-type: none"> <li>• Books: Moose Are Not Meese</li> <li>• Irregular Plurals</li> <li>• Plural Nouns</li> <li>• Nouns</li> </ul>	
<b>2.L.1b.</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<ul style="list-style-type: none"> <li>• Songs: Strange Spelling</li> <li>• Books: Moose Are Not Meese</li> <li>• Irregular Plurals</li> <li>• Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular Plural Nouns</li> </ul>
<b>2.L.1c.</b> Use reflexive pronouns (e.g., myself, ourselves).	<ul style="list-style-type: none"> <li>• Songs: Pronouns</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Reflexive Pronouns</li> </ul>
<b>2.L.1d.</b> Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).	<ul style="list-style-type: none"> <li>• Songs: Irregular Verbs; It Happened Yesterday</li> <li>• Irregular Verbs</li> <li>• Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Past Tense Irregular Verbs</li> </ul>
<b>2.L.1e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> <li>• Songs: Adverbs; Adjectives Describe</li> <li>• Adverbs</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives and Adverbs</li> </ul>
<b>2.L.1f.</b> Use interjections (e.g., Yes! That is mine; Yes, that is mine!)	Many books in Waterford's rich library include examples using interjections. Books are featured online within the sequence and in PDF. An example is Why Wind and Water Fight.	<ul style="list-style-type: none"> <li>• Simple and Compound Sentences</li> </ul>
<b>2.L.1g.</b> Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).	<ul style="list-style-type: none"> <li>• Revise</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and Compound Sentences</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Conventions of Standard English</b> <i>continued</i>		
<b>2.L.1h.</b> Identify and use declarative, interrogative, imperative, and exclamatory sentences.	<ul style="list-style-type: none"> <li>Edit Punctuation</li> <li>Edit End Punctuation</li> </ul>	
<b>2.L.1i.</b> With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.	<ul style="list-style-type: none"> <li>Prewrite</li> <li>First Draft</li> <li>Revise</li> </ul>	
<b>2.L.2.</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <b>2.L.2a.</b> Capitalize holidays, product names, and geographic names.	<ul style="list-style-type: none"> <li>Songs: Capital Letters</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization</li> </ul>
<b>2.L.2b.</b> Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> <li>Songs: Comma, Comma, Comma</li> <li>Edit Commas</li> </ul>	
<b>2.L.2c.</b> Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Contraction Action</li> <li>Contractions</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes</li> </ul>
<b>2.L.2d.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters</li> <li>Power Word</li> <li>Spell and Blend</li> <li>Spelling Instruction</li> <li>Spelling Exploration</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Word Pattern Spelling</li> <li>Build Syllable Words</li> <li>Editing</li> </ul>	<ul style="list-style-type: none"> <li>Learned Spelling Patterns</li> </ul>

Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Conventions of Standard English</b> <i>continued</i>		
<b>2.L.2e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Reading Detective: Build Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Consulting Reference Materials</li> </ul>
<b>Knowledge of Language</b>		
<b>2.L.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>2.L.3a.</b> Compare formal and informal uses of English.	Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	<ul style="list-style-type: none"> <li>• Uses of English</li> </ul>
<b>Vocabulary Acquisition and Use</b>		
<b>2.L.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <b>2.L.4a.</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)	<ul style="list-style-type: none"> <li>• Songs: Put It at the Front; Key Words</li> <li>• Prefixes</li> <li>• Rusty and Rosy's Clues</li> <li>• Vocab Definition Sentences</li> <li>• Vocab Comprehension Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Adding Prefixes To Known Words</li> </ul>
<b>2.L.4b.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<ul style="list-style-type: none"> <li>• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words</li> <li>• Comparatives</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Root Word to Determine Meaning</li> </ul>
<b>2.L.4c.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<ul style="list-style-type: none"> <li>• Songs: Compound Words; Key Words</li> <li>• Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>• Combining Known Individual Words</li> </ul>



Arizona Standards	Waterford Digital Resources	Waterford Resources
<b>Vocabulary Acquisition and Use <i>continued</i></b>		
<b>2.L.4d.</b> Use sentence-level context as a clue to the meaning of a word or phrase.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>Identify New Meanings for Words</li> </ul>
<b>2.L.4e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> <li>Reading Detective: Build Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Using Glossaries and Dictionaries</li> </ul>
<b>2.L.5.</b> Demonstrate understanding of word relationships and nuances in word meanings. <b>2.L.5a.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<ul style="list-style-type: none"> <li>Songs: Adjectives Describe</li> <li>Adjectives</li> <li>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Identify Real-life Connections</li> </ul>
<b>2.L.5b.</b> Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Antonym Ant</li> <li>Synonyms</li> <li>Antonyms</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Closely Related Verbs</li> </ul>
<b>2.L.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>Using Words</li> </ul>

## Pre-Reading

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites / Pairs / Watch the Woolly Worm

### Read With Me Books

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

### Early Readable Books

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

## Basic Reading

### Traditional Tales & Stories

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

### Informational Books

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

### Readable Books

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

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

## Fluent Reading

### Read-Along Books

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

### Informational Books

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

### Readable Books

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

### Readable Story Sentences

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



## Support

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

## Research-Driven Development

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

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

## Beginning Math Songs

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

## Nursery Songs and Rhymes

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

## Beginning Reading Songs

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

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

Many of these songs are available on the  
→ [Waterford.org YouTube channel](#).

## Weekly Homelink Newsletters

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

## Math Homelink Newsletters

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

## Science Homelink Newsletters

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

## Reading Homelink Newsletters

## Alphabet Knowledge Comprehension and Vocabulary

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

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

## Phonological Awareness Letters

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



## Waterford Family

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