



**99.5%**  
Aligned

# Alignment February 2026

**Waterford  
Early Learning:  
Reading**

**Kentucky Academic  
Standards for  
Reading and Writing  
2025  
for K-2**

This document provides a detailed alignment of **Waterford Early Learning** to **Kentucky Academic Standards for Reading and Writing 2025** for K-2.

## Alignment Description

This document aligns Kentucky Academic Standards for Reading and Writing 2025 for K-2 to Waterford.org's digital activities and supporting resources.

### Waterford Digital Activities

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

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

### Waterford Resources

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

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

### Waterford Curriculum Details

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

#### Adaptive, Individualized Learning

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

#### Data-Informed Instruction

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

#### Research-Driven Development

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

### Reading Sequence

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

### Math and Science Sequence

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

### SmartStart Sequence

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

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Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Kindergarten</b>		
<b>Reading Foundational Skills</b>		
<b>Print Concepts</b>		
<p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <p><b>a.</b> Follow words from left to right, top to bottom and page by page.</p>	<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 Readable Books (See titles at end of document.)</li><li>• Print Concepts</li></ul>	<ul style="list-style-type: none"><li>• Follow Words</li></ul>
<p><b>b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<ul style="list-style-type: none"><li>• Letters Make Words</li></ul>	<ul style="list-style-type: none"><li>• Recognizing Written Words</li></ul>
<p><b>c.</b> Recognize that words are separated by spaces in print.</p>	<ul style="list-style-type: none"><li>• Print Concepts</li></ul>	<ul style="list-style-type: none"><li>• Understanding Spaces in Print</li></ul>
<p><b>d.</b> Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"><li>• ABC Songs</li><li>• Letter Match</li><li>• Distinguish Letters</li><li>• Letter Checker</li><li>• Fast Letter Fun</li><li>• Hidden Letters</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>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Phonological Awareness</b>		
<b>RF.K.2</b> Demonstrate understanding of spoken words, syllables and sounds (phonemes). <b>a.</b> Recognize and orally produce rhyming words.	<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>
<b>b.</b> Count, pronounce, blend and segment syllables in spoken words.	<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>c.</b> Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> <li>Blend Onset/Rime Sounds</li> <li>Blending</li> <li>Blending Riddles</li> <li>Phoneme Segmentation</li> <li>Blending Dragon</li> <li>Blend Every Sound (Phonemes)</li> <li>Blend Phonemes</li> <li>Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>Single Syllable Letter Patterns</li> </ul>
<b>d.</b> Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme 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>Where Is the Sound?</li> <li>Stick 'n' Spell</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting Words</li> </ul>
<b>e.</b> Add or substitute individual sounds (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> </ul>	

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Phonics and Word Recognition</b>		
<b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>a.</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds (phonemes) for each consonant.	<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><li>• Choose a Sound</li><li>• Where Is the Sound?</li></ul>	
<b>b.</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"><li>• Songs: Apples and Bananas; Old MacDonald's Vowel Song</li><li>• Sound Songs</li><li>• Sound Room</li><li>• Letter Sound</li><li>• Name That Letter Sound</li><li>• Choose a Sound</li></ul>	<ul style="list-style-type: none"><li>• Major Vowels</li></ul>
<b>c.</b> Distinguish between similarly spelled words by analyzing the phoneme-grapheme correspondence.	<ul style="list-style-type: none"><li>• Decodable 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>	

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Phonics and Word Recognition continued</b>		
<b>d.</b> Decode consonant-vowel-consonant (CVC) 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>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> </ul>	
<b>e.</b> Encode consonant-vowel-consonant (CVC) 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>• Where Is the Sound?</li> <li>• Stick 'n' Spell</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting Words</li> </ul>
<b>Fluency</b>		
<b>RF.K.4</b> Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. <b>a.</b> Read decodable text with purpose and understanding..	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check</li> </ul>
<b>b.</b> Read irregularly spelled high-frequency words with automaticity and accuracy.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales &amp; 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> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Fluency continued</b>		
c. Read common high-frequency words with automaticity.	<ul style="list-style-type: none"> <li>Readable Books</li> <li>Traditional Tales &amp; Stories</li> <li>(See titles at end of document.)</li> <li>Expression Instruction</li> <li>Fluency Speed</li> </ul>	
<b>Reading Standards for Literature</b>		
<b>Key Ideas and Details</b>		
<b>RL.K.1</b> with prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the 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> </ul>
<b>RL.K.2</b> with prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the 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>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>	
<b>RL.K.3</b> with prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.	<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> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Craft and Structure</b>		
<b>RL.K.4</b> with prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings and Senses</li> </ul>
<b>RL.K.5</b> Recognize common structures of poems, stories and dramas.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Early Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Text</li> </ul>
<b>RL.K.6</b> with prompting and support, identify the author and illustrator of a story and explain how each tells 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>• Author and Illustrator</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>RL.K.7</b> with prompting and support, describe the relationship between illustrations and the story in which they appear.	<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> </ul>
<b>RL.K.8</b> (Not applicable to literature)		
<b>RL.K.9</b> with prompting and support, compare/contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.K.10</b> with prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Reading Activities</li> </ul>
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
<b>RI.K.1</b> with prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</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> </ul>
<b>RI.K.2</b> with prompting and support, orally recognize key details from an informational text to demonstrate understanding of the central idea of a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Look at Details</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Main Topic</li> </ul>
<b>RI.K.3</b> with prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of 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>• Making Connections</li> <li>• Build Knowledge</li> </ul>	

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Craft and Structure</b>		
<b>RI.K.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.	
<b>RI.K.5</b> Identify the front cover, back cover and title page of a book.	<p>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.</p> <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>RI.K.6</b> with prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the Author and Illustrator</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>RI.K.7</b> with prompting and support, describe the relationship between visuals and the text.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Relating Pictures and Text</li> </ul>
<b>RI.K.8</b> with prompting and support, identify the claim and the reasons an author gives to support claims in a text.	<ul style="list-style-type: none"> <li>• Books: What Is a Cloud?</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting Ideas with Reason</li> </ul>
<b>RI.K.9</b> with prompting and support, identify information from two or more texts on similar themes or topics.	<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> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.K.10</b> with prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	<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>
<b>Handwriting</b>		
<b>HW.K.1</b> Print all upper and lowercase letters and numerals.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Distinguish Letters</li> <li>Alphabet Review</li> <li>Explain Numbers</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Printing Upper- and Lowercase</li> </ul>
<b>Composition</b>		
<b>C.K.1</b> Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. <b>a.</b> with guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. <b>b.</b> Introduce the topic.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Writing with Opinions</li> </ul>
		<ul style="list-style-type: none"> <li>Writing with Opinions</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Composition continued</b>		
<b>c.</b> Provide reasons with details to support the opinion.		<ul style="list-style-type: none"> <li>Writing with Opinions</li> </ul>
<b>d.</b> Use grade-appropriate transitions.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> <li>First, Next, and Last</li> </ul>	
<b>e.</b> Provide a concluding idea.		<ul style="list-style-type: none"> <li>Writing with Opinions</li> </ul>
<b>f.</b> with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		<ul style="list-style-type: none"> <li>Editing</li> </ul>
<b>C.K.2</b> Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. <b>a.</b> with guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Writing with Facts</li> </ul>
<b>b.</b> Introduce the topic.		<ul style="list-style-type: none"> <li>Writing with Facts</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Composition continued</b>		
<b>c.</b> Supply information to develop the topic.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>d.</b> Use grade-appropriate conjunctions to develop text structure within sentences.		<ul style="list-style-type: none"> <li>• Conjunctions</li> </ul>
<b>e.</b> Use grade-appropriate transitions to develop text structure across paragraphs.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales and Stories</li> <li>• Informational Books (See titles at end of document.)</li> <li>• First, Next, and Last</li> </ul>	
<b>f.</b> Provide a concluding idea.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>g.</b> with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		<ul style="list-style-type: none"> <li>• Editing</li> </ul>
<b>C.K.3</b> Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. <b>a.</b> with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>b.</b> Recount a single event.		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Composition continued</b>		
<b>c.</b> Include details which describe actions, thoughts, emotions.	• Songs: Verbs; Adjectives Describe	• Writing Narratives
<b>d.</b> Create a sense of closure.		• Writing Narratives
<b>e.</b> with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		• Editing
<b>Production and Distribution</b>		
<b>C.K.4</b> with guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	• Read-Along Books • Informational Books (See titles at end of document.)	• Collaborative Writing
<b>Research to Build and Present Knowledge</b>		
<b>C.K.5</b> with guidance and support, participate in shared research and writing projects.		• Collaborative Writing
<b>C.K.6</b> with guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	• Build Knowledge	• Recalling Information
<b>Range of Writing</b>		
<b>C.K.7</b> (Begins in grade 3)		

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Language</b>		
<b>Conventions of Standard English</b>		
<b>L.K.1</b> When writing or speaking, demonstrate appropriate use of: <b>a.</b> common nouns and verbs.	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> <li>• Nouns</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns</li> </ul>
<b>b.</b> regular plural nouns by orally adding /s/ or /es/.	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One</li> <li>• Nouns</li> <li>• Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Singular and Plural Nouns</li> </ul>
<b>c.</b> interrogative sentences using who, what, where, when, why and how.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> </ul>	
<b>d.</b> sentences using common prepositions.	<ul style="list-style-type: none"> <li>• Songs: Preposition Cat</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions</li> </ul>
<b>e.</b> complete sentences.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Sentences</li> </ul>
<b>L.K.2</b> When writing: <b>a.</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>b.</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>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Conventions of Standard English <i>continued</i></b>		
<b>c.</b> Write a grapheme for most consonant and short-vowel phonemes.	<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> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Write Consonants and Short-Vowels</li> </ul>
<b>d.</b> Spell consonant-vowel-consonant (CVC) words, and attempt to spell simple words drawing on knowledge of phoneme-grapheme correspondences.	<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> <li>• Choose a Sound</li> <li>• Barnyard Bash</li> </ul>	<ul style="list-style-type: none"> <li>• Simple Phonetic Spelling</li> </ul>
<b>Knowledge of Language</b>		
<b>L.K.3</b> (Begins in grade 2)		
<b>Vocabulary Acquisition and Use</b>		
<b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <b>a.</b> Identify homophones.	<ul style="list-style-type: none"> <li>• Songs: Homophone Monkey; To, Too, Two; There, Their, They're</li> </ul>	

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Vocabulary Acquisition and Use continued</b>		
<b>b.</b> Identify common affixes and how they change the meaning of a word.	<ul style="list-style-type: none"> <li>• Songs: More Than One</li> <li>• Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently Occurring Inflections and Affixes</li> </ul>
<b>c.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
<b>L.K.5</b> with guidance and support from adults, explore word relationships and nuances in word meanings. <b>a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<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>
<b>b.</b> Demonstrate an understanding of verbs and adjectives and their antonyms.	<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>
<b>c.</b> Demonstrate an understanding of verbs and adjectives and their synonyms.	<ul style="list-style-type: none"> <li>• Songs: Verbs; Synonym Tree</li> </ul>	
<b>Grade 1</b>		
<b>Reading Foundational Skills</b>		
<b>Print Concepts</b>		
<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print to aid in comprehension. <b>a.</b> Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Capital Letters; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Features</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Phonological Awareness</b>		
<p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p><b>a.</b> Distinguish long from short vowel sounds (phonemes) in spoken single-syllable words.</p>	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald's Vowel Song; Apples and Bananas; Eensy, Weensy Mouse</li> <li>Letter Sound</li> <li>Name That Sound</li> </ul>	<ul style="list-style-type: none"> <li>Long Vs Short Vowel Sounds</li> </ul>
<p><b>b.</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<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> <li>Stick 'n' Spell</li> <li>Spell and Blend</li> </ul>	<ul style="list-style-type: none"> <li>Form Words By Blending Sounds</li> </ul>
<p><b>c.</b> Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).</p>	<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>Stick 'n' Spell</li> <li>Letter Sound</li> <li>Say and Trace</li> <li>Sound Room</li> <li>Where Is the Sound?</li> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting Words</li> <li>Segmenting Words Into Phonemes</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Phonics and Word Recognition</b>		
<p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p><b>a.</b> Know the phoneme-grapheme correspondences for common consonant digraphs.</p>	<ul style="list-style-type: none"> <li>Songs: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Charley Chick; Where is a Whale?</li> <li>Sound Room-Digraphs</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Name That Sound</li> <li>Word Pattern Spelling</li> <li>Letter Sound Screening</li> <li>Word Blending</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences</li> </ul>
<p><b>b.</b> Decode regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>Songs: Consonants Together; Sneaky Magic E; C and G; Key Words</li> <li>Word Mastery</li> <li>Letter Sound</li> <li>Name That Sound</li> <li>Key Word Match</li> <li>Pattern Hunt</li> <li>Spell and Blend</li> <li>Word Construction</li> <li>Word Pattern Spelling</li> <li>Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>Single Syllable Letter Patterns</li> </ul>
<p><b>c.</b> Know final –e and common vowel team conventions for representing long vowel sounds(phonemes).</p>	<ul style="list-style-type: none"> <li>Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>Key Word Match</li> <li>Word Construction</li> <li>Word Pattern</li> <li>Pattern Hunt</li> <li>Word Blending</li> <li>Word Mastery Games</li> <li>Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li>Long Vowel Words Ending in E</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Phonics and Word Recognition continued</b>		
<b>d.</b> Demonstrate 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>e.</b> With adult support, decode two-syllable words by breaking the words into syllables.	<ul style="list-style-type: none"> <li>• Songs: Compound Words</li> <li>• Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Syllable Deletion With Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>• Two-Syllable Letter Patterns</li> </ul>
<b>f.</b> With adult support, encode two-syllable words by breaking the words into syllables.	<ul style="list-style-type: none"> <li>• Songs: Compound Words</li> <li>• Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Syllable Deletion With Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>• Two-Syllable Letter Patterns</li> </ul>
<b>g.</b> Read words with inflectional endings.	<ul style="list-style-type: none"> <li>• Songs: Bicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare</li> <li>• 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>Fluency</b>		
<b>RF.1.4</b> Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. <b>a.</b> Read a variety of grade-level texts (including but not limited to decodables) with purpose and understanding..	<ul style="list-style-type: none"> <li>• Reading Tutorial</li> <li>• Readable Books</li> <li>• Traditional Tales and Stories (See titles at end of document.)</li> <li>• Expression Instruction</li> <li>• Fluency Speed</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Fluency continued</b>		
<b>b.</b> Orally read grade-level text fluently on successive readings.	<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> <li>Fluency Speed</li> </ul>	<ul style="list-style-type: none"> <li>Reading Check</li> </ul>
<b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>Rusty and Rosy's Clues</li> <li>Mystery Words</li> </ul>	<ul style="list-style-type: none"> <li>Word Recognition</li> </ul>
<b>d.</b> Read irregularly spelled high-frequency words with automaticity and accuracy.	<ul style="list-style-type: none"> <li>Automatic Word Recognition</li> <li>Power Word</li> </ul>	
<b>Reading Standards for Literature</b>		
<b>Key Ideas and Details</b>		
<b>RL.1.1</b> with prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the 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> </ul>
<b>RL.1.2</b> with prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.	<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: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Moral of the Story</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Key Ideas and Details</b> <i>continued</i>		
<b>RL.1.3</b> Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	<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</li> </ul>
<b>Craft and Structure</b>		
<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	<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>RL.1.5</b> Identify differences between the structures of stories, poems and dramas.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books</li> <li>Traditional Tales and Stories (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Types of Text</li> </ul>
<b>RL.1.6</b> with prompting and support, 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> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Integration of Knowledge and Ideas</b>		
<b>RL.1.7</b> Use a story's illustrations and details to describe its characters, setting and 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> <li>Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>Describe the Story</li> </ul>
<b>RL.1.8</b> (Not applicable to literature)		
<b>RL.1.9</b> Compare/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> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.1.10</b> with prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex literary text.	<ul style="list-style-type: none"> <li>Traditional Tales and Stories</li> <li>Informational Books</li> <li>Readable Books (See titles at end of document.)</li> <li>Build Knowledge</li> <li>Imagine Beyond</li> </ul>	

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
<b>RI.1.1</b> with prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the 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 1</li> </ul>
<b>RI.1.2</b> with prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of 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>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Story Retelling</li> </ul>
<b>RI.1.3</b> with prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Making Connections</li> <li>Build Knowledge</li> <li>Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>Connecting Ideas</li> </ul>
<b>Craft and Structure</b>		
<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level 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>Identify Meaning of Words and Phrases</li> </ul>
<b>RI.1.5</b> Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	<ul style="list-style-type: none"> <li>Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>Locating Key Facts</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Craft and Structure continued</b>		
<b>RI.1.6</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> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>RI.1.7</b> Use the visuals 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>Finding Key Information</li> </ul>
<b>RI.1.8</b> Identify the claim and the reasons an author gives to support the claim 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>RI.1.9</b> Identify information from two or more texts on similar themes or topics.	<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>RI.1.10</b> with prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	<ul style="list-style-type: none"> <li>Informational Books: Water Is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>Informational Reading</li> </ul>
<b>Handwriting</b>		
<b>HW.1.1</b> Legibly print all upper- and lowercase letters and numerals with correct form.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Print All Upper- and Lowercase Letters</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Composition</b>		
<b>C.1.1</b> Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.  <b>a.</b> with guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Writing with Opinions</li> </ul>
<b>b.</b> Introduce the topic.		<ul style="list-style-type: none"> <li>Writing with Opinions</li> </ul>
<b>c.</b> Provide reasons with details to support the opinion.		<ul style="list-style-type: none"> <li>Writing with Opinions</li> </ul>
<b>d.</b> Use grade-appropriate transitions.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Traditional Tales and Stories</li> <li>Informational Books (See titles at end of document.)</li> <li>First, Next, and Last</li> </ul>	
<b>e.</b> Provide a concluding section.		<ul style="list-style-type: none"> <li>Writing with Opinions</li> </ul>
<b>f.</b> with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		<ul style="list-style-type: none"> <li>Editing</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Composition continued</b>		
<p><b>C.1.2</b> Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.</p> <p><b>a.</b> with guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p>	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Writing with Facts</li> </ul>
<b>b.</b> Introduce the topic.		<ul style="list-style-type: none"> <li>Writing with Facts</li> </ul>
<b>c.</b> Supply information with detail to develop the topic.		<ul style="list-style-type: none"> <li>Writing with Facts</li> </ul>
<b>d.</b> Use grade-appropriate conjunctions to connect sentences and paragraphs.		<ul style="list-style-type: none"> <li>Conjunctions</li> </ul>
<b>e.</b> Use grade-appropriate transition words and phrases to develop text structure in sentences and paragraphs.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Traditional Tales and Stories</li> <li>Informational Books (See titles at end of document.)</li> <li>First, Next, and Last</li> </ul>	
<b>f.</b> Provide a concluding section.		<ul style="list-style-type: none"> <li>Writing with Facts</li> </ul>
<b>g.</b> with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		<ul style="list-style-type: none"> <li>Editing</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Composition continued</b>		
<p><b>C.1.3</b> Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p><b>a.</b> with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>		<ul style="list-style-type: none"> <li>Writing Narratives</li> </ul>
<p><b>b.</b> Recount a single event or multiple events, memories or ideas.</p>		<ul style="list-style-type: none"> <li>Writing Narratives</li> </ul>
<p><b>c.</b> Include details which describe actions, thoughts, and/or emotions.</p>	<ul style="list-style-type: none"> <li>Songs: Verbs; Adjectives Describe; Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Writing Narratives</li> </ul>
<p><b>d.</b> Use temporal words and phrases to signal event order.</p>	<ul style="list-style-type: none"> <li>First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <li>Writing Narratives</li> </ul>
<p><b>e.</b> Create a sense of closure.</p>		<ul style="list-style-type: none"> <li>Writing Narratives</li> </ul>
<p><b>f.</b> with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<ul style="list-style-type: none"> <li>Writing Introduction</li> <li>Prewrite: Word Bank; Title; Mapping</li> <li>First Draft</li> <li>Revise:</li> <li>Edit:</li> </ul>	<ul style="list-style-type: none"> <li>Editing</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Production and Distribution</b>		
<b>C.1.4</b> with guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	Waterford includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice, Word Processor activities.	
<b>Research to Build and Present Knowledge</b>		
<b>C.1.5</b> with guidance and support, participate in shared research and writing projects.		<ul style="list-style-type: none"> <li>Collaborative Writing</li> </ul>
<b>C.1.6</b> with guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.		<ul style="list-style-type: none"> <li>Recalling Information</li> </ul>
<b>Range of Writing</b>		
<b>C.1.7</b> (Begins in grade 3)		
<b>Language</b>		
<b>Conventions of Standard English</b>		
<b>L.1.1</b> When writing or speaking, demonstrate appropriate use of: <ul style="list-style-type: none"> <li><b>a.</b> common, proper and possessive nouns in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Nouns</li> <li>Nouns</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Nouns</li> </ul>
<b>b.</b> singular and plural nouns with matching verbs in basic sentences.	<ul style="list-style-type: none"> <li>Songs: More Than One; Nouns; What Is a Sentence?</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>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Conventions of Standard English <i>continued</i></b>		
<b>c.</b> personal, possessive and indefinite pronouns in a sentence.	<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>d.</b> verbs to convey a sense of past, present and future in a sentence.	<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>e.</b> frequently occurring adjectives in a sentence.	<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>f.</b> frequently occurring conjunctions in a sentence.		<ul style="list-style-type: none"> <li>• Conjunctions</li> </ul>
<b>g.</b> frequently occurring prepositions in a sentence.	<ul style="list-style-type: none"> <li>• Songs: Preposition Cat</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions</li> </ul>
<b>h.</b> declarative, interrogative, imperative and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and Compound Sentences</li> </ul>
<b>L.1.2</b> When writing: <b>a.</b> Capitalize proper nouns, including but not limited to dates and names of people.	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns)(Days)</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> </ul>
<b>b.</b> Demonstrate appropriate use of end punctuation.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Conventions of Standard English <i>continued</i></b>		
<b>c.</b> with prompting and support, produce and write commas in dates and to separate single words in a series.	<ul style="list-style-type: none"> <li>• Songs: Comma, Comma, Comma; What Is a Sentence?; Sentence Marks</li> <li>• Edit Commas</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Commas</li> </ul>
<b>d.</b> Use conventional spelling for words with common spelling patterns (graphemes) and for frequently occurring irregular words.	<ul style="list-style-type: none"> <li>• Songs: Double the Fun</li> <li>• Double the Fun</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Word Blending</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> </ul>	
<b>e.</b> with adult support, spell untaught words phonetically, using phonemic awareness and syllabication.	<ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Spelling Scramble</li> <li>• Spell and Blend</li> <li>• Word Blending</li> <li>• Word Pattern</li> <li>• Say and Trace</li> <li>• Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-Sound Correspondences</li> </ul>
<b>Knowledge of Language</b>		
<b>L.1.3</b> (Begins in grade 2)		

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Vocabulary Acquisition and Use</b>		
<p><b>L.1.4</b> 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>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>Books: Animal Bodies; Star Pictures</li> <li>Readable Books (See titles at end of document.)</li> <li>Use a Clue</li> <li>Rusty and Rosy's Clues</li> </ul>	<ul style="list-style-type: none"> <li>Identify Meaning of Words and Phrases</li> <li>Sentence-Level Context</li> </ul>
<p><b>b.</b> Identify common affixes and how they change 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>c.</b> with guidance and support, identify frequently occurring root words and their inflectional forms.</p>	<ul style="list-style-type: none"> <li>Songs: Tricky Y to I</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>Frequently Occurring Root Words</li> </ul>
<p><b>d.</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.</p>		
<p><b>L.1.5</b> with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>Books: The Birds, the Beast, and the Bat</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Sorting Common Objects Into Categories</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Vocabulary Acquisition and Use continued</b>		
<b>b.</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).		<ul style="list-style-type: none"> <li>Defining Words</li> </ul>
<b>c.</b> Demonstrate understanding of words by relating them to their synonyms and antonyms.	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Adjectives Describe; Verbs; Antonym Ant</li> <li>Synonyms</li> <li>Adjectives</li> <li>Verbs</li> <li>Antonyms</li> </ul>	
<b>d.</b> Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Adjectives Describe; Verbs</li> <li>Synonyms</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish Meaning Among Verbs</li> </ul>
<b>Grade 2</b>		
<b>Reading Foundational Skills</b>		
<b>Print Concepts</b>		
RF.2.1 No Print Concepts Standard for grade 2.		
<b>Phonological Awareness</b>		
RF.2.2 No Print Concepts Standard for grade 2.		

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Phonics and Word Recognition</b>		
<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>a.</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>• Guess the Word</li> <li>• Mystery Word</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Long Vs Short Vowel Sounds</li> </ul>
<b>b.</b> Know phoneme-grapheme 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>• Mystery Word</li> <li>• Spelling Instruction</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>c.</b> Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Word Recognition</li> <li>• Automatic Word Recognition</li> <li>• Power Word</li> <li>• All-Star Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Two-Syllable Letter Patterns</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Phonics and Word Recognition continued</b>		
<b>d.</b> Encode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> <li>• Songs: Vowels Side by Side</li> <li>• Word Work</li> <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> <li>• Long Vowel Sound</li> </ul>
<b>e.</b> Identify, decode, encode and know the meaning of words with the most common prefixes and derivational 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>• Word Work</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>f.</b> Identify words with inconsistent but common phoneme-grapheme correspondences.	<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>• Word Work</li> <li>• Power Word</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly Spelled Words</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Fluency</b>		
<b>RF.2.4</b> Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. <b>a.</b> Read a variety of grade-level texts (including but not limited to decodables) with purpose and understanding.	<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>• Reading Check</li></ul>
<b>b.</b> Orally read grade-level text fluently on successive readings.	<ul style="list-style-type: none"><li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li><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>• Fluency Check</li></ul>
<b>c.</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 (See titles at end of document.)</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>d.</b> Read irregularly spelled high-frequency words with automaticity and accuracy.	<ul style="list-style-type: none"><li>• Power Word</li><li>• Automatic Word Recognition</li></ul>	

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Reading Standards for Literature</b>		
<b>Key Ideas and Details</b>		
<b>RL.2.1</b> Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</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>RL.2.2</b> Identify implicit and explicit information from a literary text to determine the author's message, lesson learned and/or moral, including but <b>not</b> limited to fables and folktales from diverse cultures.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Moral of the Story</li> </ul>
<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	<ul style="list-style-type: none"> <li>Read-Along Books (See titles at end of document.)</li> <li>Describe Characters</li> <li>Compare Characters</li> <li>Map the Story</li> <li>Sum Up: Remember Order</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>RL.2.4</b> Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song.	<ul style="list-style-type: none"> <li>Books: Bad News Shoes; I Hate Peas; Movin' to the Music</li> <li>Expression: Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Craft and Structure continued</b>		
<p><b>RL.2.5</b> Describe how parts of the text contribute to the overall structure of stories, poems and dramas (e.g., beginning, middle and end of stories; lines and stanzas in poems; and acts/scenes in dramas).</p>	<ul style="list-style-type: none"> <li>• Songs: Reading Detective</li> <li>• Sum Up: Remember Order</li> <li>• Map the Story</li> </ul>	
<p><b>RL.2.6</b> with prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.</p>	<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>		
<p><b>RL.2.7</b> Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.</p>	<ul style="list-style-type: none"> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up: Remember Order</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Characters, Setting, Or Plot</li> </ul>
<p><b>RL.2.8</b> (Not applicable to literature)</p>		
<p><b>RL.2.9</b> Compare/contrast two or more versions of the same story by different authors or from different cultures.</p>	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales and Stories (See titles at end of document.)</li> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.2.10</b> Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Reading Detective</li> <li>• Sum Up: Five Ws</li> <li>• Build Knowledge</li> <li>• Sum Up: Remember Order</li> <li>• Map the Story</li> <li>• Fluency Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check</li> </ul>
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
<b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up: Remember Order</li> <li>• Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>• Who, What, Where, When, and Why</li> </ul>
<b>RI.2.2</b> Identify implicit and explicit information from a summary to determine the central idea 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> </ul>
<b>RI.2.3</b> Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of 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 as 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>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Craft and Structure</b>		
<b>RI.2.4</b> Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	<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>Vocab Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Find the Meaning of a Word</li> </ul>
<b>RI.2.5</b> Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	<ul style="list-style-type: none"> <li>Informational Texts (See titles at end of document.)</li> <li>Map the Story</li> </ul>	
<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of 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 Purpose of a Text</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>RI.2.7</b> Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the 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>
<b>RI.2.8</b> Describe how reasons support specific claims 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>RI.2.9</b> Describe the relationship between information from two or more texts on the same theme or 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</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.2.10</b> Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	<ul style="list-style-type: none"> <li>Informational Books: Sound; White-tailed Deer; The Talking Lizard; 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...; I Want to Be a Mathematician Like...;</li> </ul>	
<b>Handwriting</b>		
<b>HW.2.1</b> Introduce formation of all upper- and lowercase cursive letters.		
<b>Composition</b>		
<b>C.2.1</b> Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. <b>a.</b> with guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	<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 Opinions</li> </ul>
<b>b.</b> Introduce the topic, followed by opinion statement, and create an organizational structure.	<ul style="list-style-type: none"> <li>Prewrite</li> <li>First Draft</li> </ul>	<ul style="list-style-type: none"> <li>Writing with Opinions</li> </ul>
<b>c.</b> Provide reasons with details to support the opinion.		<ul style="list-style-type: none"> <li>Writing with Opinions</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Composition continued</b>		
<b>d.</b> Use grade-appropriate transitions to connect sentences and paragraphs.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• First, Next, and Last</li> </ul>	
<b>e.</b> Provide a concluding section.		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>f.</b> with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	<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>• Editing</li> </ul>
<b>C.2.2</b> Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. <b>a.</b> with guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	<ul style="list-style-type: none"> <li>• First Draft</li> <li>• Revise</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>b.</b> Introduce the topic.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>c.</b> Supply information with detail to develop the topic.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>d.</b> Use grade-appropriate conjunctions to develop text structure within sentences.		<ul style="list-style-type: none"> <li>• Conjunctions</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Composition continued</b>		
<b>e.</b> Use grade-appropriate transitions to develop text structure in sentences and paragraphs.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales and Stories</li> <li>• Informational Books (See titles at end of document.)</li> <li>• First, Next, and Last</li> </ul>	
<b>f.</b> Provide a concluding section.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>g.</b> with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	<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>• Editing</li> </ul>
<b>C.2.3</b> Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  <b>a.</b> with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<ul style="list-style-type: none"> <li>• Prewrite</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>b.</b> Recount a single event or multiple events, memories or ideas.		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>c.</b> Include details which describe actions, thoughts, emotions.	<ul style="list-style-type: none"> <li>• Songs: Verbs; Adjectives Describe; Adverbs</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Composition continued</b>		
<b>d.</b> Use temporal words and phrases to signal event order.	• First, Next, and Last	• Writing Narratives
<b>e.</b> Create a sense of closure.		• Writing Narratives
<b>f.</b> with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	• Writing Introduction • Prewrite • First Draft • Revise	• Editing
<b>Production and Distribution</b>		
<b>C.2.4</b> with guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.		• Writing Narratives • Writing with Opinions • Writing with Facts
<b>Research to Build and Present Knowledge</b>		
<b>C.2.5</b> Conduct shared research and writing projects that build knowledge about a topic.		• Collaborative Writing
<b>C.2.6</b> Collect information from real-world experiences or provided sources to answer or generate questions.		• Recalling Information
<b>Range of Writing</b>		
<b>C.2.7</b> (Begins in grade 3)		

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Language</b>		
<b>Conventions of Standard English</b>		
<b>L.2.1</b> in writing or speaking, demonstrate appropriate use of: <b>a.</b> collective nouns.	<ul style="list-style-type: none"> <li>Irregular Plurals</li> </ul>	
<b>b.</b> frequently occurring irregular nouns.	<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>c.</b> reflexive pronouns.	<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>d.</b> past tense of frequently occurring irregular verbs.	<ul style="list-style-type: none"> <li>Songs: Irregular Verbs</li> <li>Irregular Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Past Tense Irregular Verbs</li> </ul>
<b>e.</b> adjectives and adverbs in sentence formation.	<ul style="list-style-type: none"> <li>Songs: Adverbs; Adjectives Describe</li> <li>Adverbs</li> <li>Adjectives</li> <li>Revise</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives and Adverbs</li> </ul>
<b>f.</b> producing, expanding and rearranging complete simple and compound sentences.	<ul style="list-style-type: none"> <li>Revise</li> </ul>	<ul style="list-style-type: none"> <li>Simple and Compound Sentences</li> </ul>
<b>L.2.2</b> When writing: <b>a.</b> Capitalize proper nouns, including but not limited to 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>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Language continued</b>		
<b>b.</b> Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).	<ul style="list-style-type: none"> <li>• Songs: Comma, Comma, Comma</li> <li>• Edit Commas</li> </ul>	
<b>c.</b> Use apostrophe to form contractions and 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>d.</b> Generalize spelling patterns (graphemes).	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters</li> <li>• Power Word</li> <li>• Word Work</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>• Editing</li> </ul>	<ul style="list-style-type: none"> <li>• Learned Spelling Patterns</li> </ul>
<b>e.</b> Use reference materials to self-check and correct spelling.	<ul style="list-style-type: none"> <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>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening. <b>a.</b> Compare academic and non-academic uses of language..	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>

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Vocabulary Acquisition and Use</b>		
<p><b>L.2.4</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.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like; Water; Inventions All Around; I Want to Be a Mathematician Like; Yangshi's Perimeter</li> <li>Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus</li> <li>Vocab Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Sentence-Level Context</li> </ul>
<p><b>b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word.</p>	<ul style="list-style-type: none"> <li>Songs: Put It at the Front; Key Words</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Adding Prefixes to Known Words</li> </ul>
<p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<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>
<p><b>d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words.</p>	<ul style="list-style-type: none"> <li>Songs: Compound Words; Key Words</li> <li>Compound Words</li> </ul>	
<p><b>e.</b> Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>	<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>
<p><b>f.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<ul style="list-style-type: none"> <li>Songs: Adjectives Describe</li> <li>Adjectives</li> <li>Adverbs</li> </ul>	

Kentucky Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Vocabulary Acquisition and Use continued</b>		
<p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	<ul style="list-style-type: none"><li>• Songs: Adjectives Describe; Synonym Tree; Antonym Ant</li><li>• Adjectives</li><li>• Synonyms</li><li>• Antonyms</li><li>• Vocab Introduction</li></ul>	
<p><b>b.</b> Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).</p>	<ul style="list-style-type: none"><li>• Songs: Synonym Tree</li><li>• Synonyms</li></ul>	<ul style="list-style-type: none"><li>• Closely Related Verbs</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.

# Family Engagement Resources

## Spanish Family Engagement Resources

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.

### Songs

#### Beginning Math Songs

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

#### Nursery Songs and Rhymes

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

#### Beginning Reading Songs

Comma, Comma, Comma / Homophone Monkey / Antonym Ant / Apples and Bananas / Old MacDonald Has Some Vowels / ABC Show and Tell Sounds / ABC Tongue Twisters / ABC Picture Sounds / Sheep in the Shadows / C-K Rap / S Steals the Z / Blends / Blinky 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](https://Waterford.org YouTube channel).

### Weekly Homelink Newsletters

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

### Math Homelink Newsletters

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

### Science Homelink Newsletters

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

### Reading Homelink Newsletters

#### Alphabet Knowledge Comprehension and Vocabulary

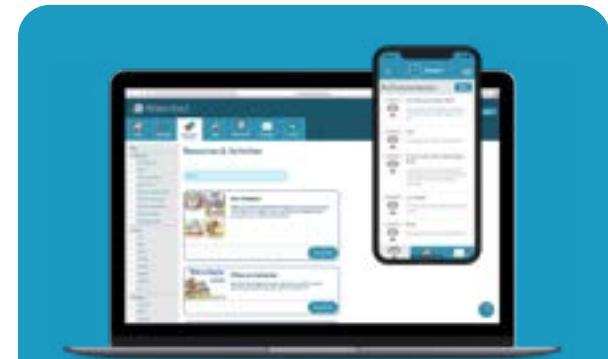
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

### Readiness Skills Letters

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

### Phonological Awareness Letters

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



### Waterford Family

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