

# CURRICULUM *Correlation*



*\*Correlation content includes a sampling of both Waterford Digital and Teacher Resources.*

# OVERVIEW

## *This document provides a detailed correlation of* **WATERFORD READING ACADEMY** *to* **PENNSYLVANIA ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS**

### **CORRELATION DESCRIPTION**

This document aligns Pennsylvania Academic Standards for English Language Arts to Waterford.org's digital activities and supporting resources.

### **Waterford Digital Resources**

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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PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>KINDERGARTEN</b>		
1.1 FOUNDATIONAL SKILLS: Students gain a working knowledge of concepts of print, alphabetic principal, and other basic conventions.		
BOOK HANDLING		
CC.1.1.K.A Utilize book handling skills.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	
PRINT CONCEPTS		
<p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>• Follow words left to right, top to bottom and page by page.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• Understand that words are separated by spaces in print.</li> <li>• Recognize and name all uppercase and lowercase letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• ABC Songs</li> <li>• Letters Introduction</li> <li>• Letter Match</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Following Words</li> <li>• Recognizing Written Words</li> <li>• Understanding Spaces in Print</li> <li>• Upper and Lowercase Letters</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>PHONOLOGICAL AWARENESS</b>		
<p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</li> </ul>	<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> <li>Syllable</li> <li>Syllable Safari</li> <li>Syllable Deletion With Compound Words</li> <li>Blend Onset/Rime Sounds</li> <li>Blending</li> <li>Phoneme Segmentation</li> <li>Blend Every Sound (Phonemes)</li> <li>Blend Phonemes</li> <li>Initial Sounds</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming Words</li> <li>Segmenting Syllables</li> <li>Single Syllable Letter Patterns</li> <li>Segmenting Words</li> </ul>
<b>PHONICS AND WORD RECOGNITION</b>		
<p>CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondence.</li> <li>Associate the long and short sounds with common spellings for the five major vowels.</li> <li>Read grade-level high-frequency sight words with automaticity.</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Apples and Bananas; Old MacDonald's Vowel Song</li> <li>Sound Song</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Name That Letter Sound</li> <li>Power Word</li> <li>Decodable Books</li> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Major Vowels</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>FLUENCY</b>		
C.C.1.1.K.E Read emergent-reader 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</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Check</li> </ul>
<b>1.2 READING INFORMATIONAL TEXT: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textural evidence.</b>		
<b>KEY IDEAS AND DETAILS</b>		
<i>MAIN IDEA</i>		
C.C.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	<ul style="list-style-type: none"> <li>• Informational Books</li> <li>(See titles at end of document.)</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> </ul>	<ul style="list-style-type: none"> <li>• Identify Main Topic</li> </ul>
<i>TEXT ANALYSIS</i>		
CC.1.2.K.B With prompting and support, answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Informational Books</li> <li>(See titles at end of document.)</li> <li>• Build Knowledge</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 Informational</li> <li>• Seeing Fingers</li> </ul>
CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm</li> <li>• Making Connections</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Connection Between Events</li> <li>• Seeing Fingers</li> </ul>
<b>CRAFT AND STRUCTURE</b>		
<i>TEXT STRUCTURE</i>		
CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	<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>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>VOCABULARY</i>		
CC.1.2.K.F 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 popup with an illustration.	<ul style="list-style-type: none"> <li>• Unknown Words</li> </ul>
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>		
<i>DIVERSE MEDIA</i>		
CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Relating Pictures and Text</li> </ul>
<i>EVALUATING ARGUMENTS</i>		
CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>• Book: What Is a Cloud?</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting Ideas with Reason</li> </ul>
<i>ANALYSIS ACROSS TEXTS</i>		
CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	<ul style="list-style-type: none"> <li>• Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>• Find the Similarity Between Two Texts</li> <li>• The Watermelon Seed</li> </ul>
<i>VOCABULARY ACQUISITION AND USE</i>		
CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• Identify New Meanings for Words</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>RANGE OF READING</i>		
CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Reading Activities</li> </ul>
<b>1.3 READING LITERATURE: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>		
<i>KEY IDEAS AND DETAILS</i>		
<i>THEME</i>		
CC.1.3.K.A With prompting and support, retell familiar stories including key details.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Look at Details</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Retelling</li> <li>• My Super Sticky Sandwich</li> </ul>
<i>TEXT ANALYSIS</i>		
CC.1.3.K.B Answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details Narrative</li> <li>• Seeing Fingers</li> <li>• Mine</li> </ul>
<i>LITERARY ELEMENTS</i>		
CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Look at Details</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Story Elements</li> <li>• Seeing Fingers</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>CRAFT AND STRUCTURE</b>		
<i>POINT OF VIEW</i>		
CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>• Author and Illustrator</li> </ul>
<i>TEXT STRUCTURE</i>		
CC.1.3.K.E Recognize common types of text.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Text</li> </ul>
<i>VOCABULARY</i>		
CC.1.3.K.F 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 popup with an illustration.	<ul style="list-style-type: none"> <li>• Unknown Words</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>		
<i>SOURCES OF INFORMATION</i>		
CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Picture Story</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship Between Picture and Story</li> </ul>
<i>TEXT ANALYSIS</i>		
CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>VOCABULARY ACQUISITION AND USE</b>		
<i>STRATEGIES</i>		
CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>Identify New Meanings for Words</li> </ul>
CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>Using Words</li> </ul>
<b>RANGE OF READING</b>		
CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Decodable Books</li> <li>Read-Along Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Group Reading Activities Informational</li> <li>Group Reading Activities Narrative</li> </ul>
<b>1.4 WRITING: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>		
<b>INFORMATIVE/EXPLANATORY</b>		
CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.		<ul style="list-style-type: none"> <li>Writing with Facts</li> </ul>
<b>INFORMATIVE/EXPLANATORY: FOCUS</b>		
CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.		<ul style="list-style-type: none"> <li>Writing with Facts</li> </ul>
<b>INFORMATIVE/EXPLANATORY: CONTENT</b>		
CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	<ul style="list-style-type: none"> <li>Look at Details</li> <li>Sum Up: Five Ws</li> </ul>	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>INFORMATIVE/EXPLANATORY: ORGANIZATION</b>		
CC.1.4.K.D Make logical connections between drawing and dictation/writing.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> </ul>	
<b>INFORMATIVE/EXPLANATORY: STYLE</b>		
CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Look at Details</li> </ul>	
<b>INFORMATIVE/EXPLANATORY: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Sound Song</li> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Letter Trace</li> <li>• Power Word 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Simple Phonetic Spelling</li> </ul>
<b>OPINION/ARGUMENTATIVE</b>		
CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>OPINION/ARGUMENTATIVE: FOCUS</b>		
CC.1.4.K.H Form an opinion by choosing between two given topics.		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>OPINION/ARGUMENTATIVE: CONTENT</b>		
CC.1.4.K.I Support the opinion with reasons.		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>OPINION/ARGUMENTATIVE: ORGANIZATION</b>		
CC.1.4.K.J Make logical connections between drawing and writing.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> </ul>	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>OPINION/ARGUMENTATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Sound Song</li> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Letter Trace</li> <li>• Power Word 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Simple Phonetic Spelling</li> </ul>
<b>NARRATIVE</b>		
<p>CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p>		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>NARRATIVE: FOCUS</b>		
<p>CC.1.4.K.N Establish who and what the narrative will be about.</p>		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>NARRATIVE: CONTENT</b>		
<p>CC.1.4.K.O Describe experiences and events.</p>		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>NARRATIVE: ORGANIZATION</b>		
<p>CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>		<ul style="list-style-type: none"> <li>• Writing Narratives</li> <li>• My Super Sticky Sandwich</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>NARRATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.K.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize first word in sentence and pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Sound Song</li> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Letter Trace</li> <li>• Power Word 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Simple Phonetic Spelling</li> </ul>
<b>PRODUCTION AND DISTRIBUTION OF WRITING: WRITING PROCESS</b>		
<p>CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>		<ul style="list-style-type: none"> <li>• Editing</li> </ul>
<b>TECHNOLOGY AND PUBLICATION</b>		
<p>CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p>Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p>	
<b>CONDUCTING RESEARCH</b>		
<p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p>		<ul style="list-style-type: none"> <li>• Collaborative Writing</li> </ul>
<b>CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES</b>		
<p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Step Into the Story</li> <li>• Find an Answer</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Information</li> </ul>
<b>RANGE OF WRITING</b>		
<p>CC.1.4.K.X Write routinely over short time frames.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>1.5 SPEAKING AND LISTENING: Students present appropriately in formal speaking situations, listen critically, respond intelligently as individuals or in group discussions.</b>		
<b>COMPREHENSION AND COLLABORATION: COLLABORATIVE DISCUSSION</b>		
CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	Waterford contains many resources that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>• Speaking and Listening</li> </ul>
<b>COMPREHENSION AND COLLABORATION: CRITICAL LISTENING</b>		
CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		<ul style="list-style-type: none"> <li>• Clarifying Information</li> </ul>
<b>COMPREHENSION AND COLLABORATION: EVALUATING INFORMATION</b>		
CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying Information</li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS: PURPOSE, AUDIENCE, AND TASK</b>		
CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.		<ul style="list-style-type: none"> <li>• Speaking to Express Ideas</li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS: CONTEXT</b>		
CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.		<ul style="list-style-type: none"> <li>• Speaking to Express Ideas</li> </ul>
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.		<ul style="list-style-type: none"> <li>• Describing Things</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>GRADE 1</b>		
<b>1.1 FOUNDATIONAL SKILLS: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>		
<b>PRINT CONCEPTS</b>		
<p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>Recognize the distinguishing features of a sentence.</li> </ul>	<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>Sentence Features</li> </ul>
<b>PHONOLOGICAL AWARENESS</b>		
<p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>Orally produce single-syllable words, including consonant blends and digraphs.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Sneaky Magic E; Blends: Consonants Together; Vowels Side-by-Side; Old MacDonald Has Some Vowels; Apples and Bananas; Eensy, Weensy Mouse</li> <li>Blending</li> <li>Blend Onset/Rime Sounds</li> <li>Blending Riddles</li> <li>Blend Every Sound (Phonemes)</li> <li>Blending Dragon</li> <li>Stick N' Spell</li> <li>Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where is the Sound?</li> <li>Phoneme Segmentation</li> <li>Word Blending</li> <li>Find the Picture</li> <li>Circus Clown Climbers</li> <li>One, Two, Three Sounds</li> <li>Barnyard Bash</li> <li>Syllables</li> <li>Syllable Safari</li> <li>Syllable Deletion With Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Long vs. Short Vowel Sounds</li> <li>Form Words by Blending Sounds</li> <li>Segmenting Words into Phonemes</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>PHONICS AND WORD RECOGNITION</b>		
<p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Identify common consonant digraphs, final-e, and common vowel teams.</li> <li>Decode one- and two-syllable words with common patterns.</li> <li>Read grade-level words with inflectional endings.</li> <li>Read grade-appropriate, irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Blends: Consonants Together; P-H and G-H Say Fff; Sheep in the Shadows; Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side; Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED</li> <li>Blend Phonemes</li> <li>Fast Word Fun</li> <li>Letter Sound</li> <li>Name That Sound</li> <li>Key Word Match</li> <li>Spell and Blend</li> <li>Key Word Match</li> <li>Word Pattern</li> <li>Pattern Hunt</li> <li>Word Blending</li> <li>Mystery Words</li> <li>Decode Syllable Words</li> <li>Decode Using the Six Syllable Types</li> <li>Suffixes</li> <li>Comparatives</li> <li>Power Word</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-sound Correspondences</li> <li>Long Vowel Words Ending in E</li> <li>Inflectional Endings</li> <li>Irregularly Spelled Words</li> </ul>
<b>FLUENCY</b>		
<p>CC.1.1.1.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Song/Books</li> <li>Informational Books</li> <li>Decodable Books</li> <li>Traditional Tales (See titles at end of document.)</li> <li>Expression Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Reading Check</li> <li>Word Recognition</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>1.2 READING INFORMATIONAL TEXT:</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between text with a focus on textual evidence.		
<b>KEY IDEAS AND DETAILS: MAIN IDEA</b>		
CC.1.2.1.A Identify the main idea and retell key details of text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the Main Topic</li> </ul>
<b>KEY IDEAS AND DETAILS: TEXT ANALYSIS</b>		
CC.1.2.1.B Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Recall Details</li> <li>• Ask a Question</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details Informational</li> </ul>
CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Making Connections</li> <li>• Compare Characters</li> <li>• Build Knowledge</li> <li>• Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting Ideas</li> </ul>
<b>CRAFT AND STRUCTURE: TEXT STRUCTURE</b>		
CC.1.2.1.E Use various text features and search tools 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>
<b>CRAFT AND STRUCTURE: VOCABULARY</b>		
CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• Identifying Meaning of Words and Phrases</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: DIVERSE MEDIA</b>		
CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Finding Key Information</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: EVALUATING ARGUMENTS</b>		
CC.1.2.1.H Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify Supporting Points</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: ANALYSIS ACROSS TEXTS</b>		
CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	<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>VOCABULARY ACQUISITION AND USE</b>		
CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>Using Words</li> </ul>
CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>Identifying Meaning of Words and Phrases</li> </ul>
<b>RANGE OF READING</b>		
CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Informational Reading</li> </ul>
<b>1.3 READING LITERATURE: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>		
<b>KEY IDEAS AND DETAILS: THEME</b>		
CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>Traditional Tales (See titles at end of document.)</li> <li>Recall Details</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Story Retelling</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>KEY IDEAS AND DETAILS: TEXT ANALYSIS</b>		
CC.1.3.1.B Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Traditional Tales (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 Narrative</li> </ul>
<b>KEY IDEAS AND DETAILS: LITERARY ELEMENTS</b>		
CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <li>• Traditional Tales (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 2</li> </ul>
<b>CRAFT AND STRUCTURE: POINT OF VIEW</b>		
CC.1.3.1.D Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Who Is Telling the Story</li> </ul>
<b>CRAFT AND STRUCTURE: TEXT STRUCTURE</b>		
CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Information vs. Story</li> </ul>
<b>CRAFT AND STRUCTURE: VOCABULARY</b>		
CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>• Traditional Tales</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>INTEGRATION OF KNOWLEDGE AND IDEAS: SOURCES OF INFORMATION</b>		
CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.	<ul style="list-style-type: none"> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Recall Details</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the Story 1</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: TEXT ANALYSIS</b>		
CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>• Traditional Tales (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>VOCABULARY ACQUISITION AND USE: STRATEGIES</b>		
CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• Identify Meaning of Words and Phrases</li> </ul>
<b>VOCABULARY ACQUISITION AND USE</b>		
CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• Using Words</li> </ul>
<b>RANGE OF READING</b>		
CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> </ul>	
<b>1.4 WRITING: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>		
<b>INFORMATIVE/EXPLANATORY</b>		
CC.1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> <li>• Animal Bodies</li> </ul>
<b>INFORMATIVE/EXPLANATORY: FOCUS</b>		
CC.1.4.1.B Identify and write about one specific topic.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> <li>• Animal Bodies</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>INFORMATIVE/EXPLANATORY: CONTENT</b>		
CC.1.4.1.C Develop the topic with two or more facts.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>INFORMATIVE/EXPLANATORY: ORGANIZATION</b>		
CC.1.4.1.D Group information and provide some sense of closure.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>INFORMATIVE/EXPLANATORY: STYLE</b>		
CC.1.4.1.E Choose words and phrases for effect.	<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	
<b>INFORMATIVE/EXPLANATORY: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns); Capital Letters (Days); What Is a Sentence?; Sentence Marks; Comma, Comma, Comma; Double the Fun</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> <li>• Double the Fun</li> <li>• Sentence Marks</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> <li>• Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Commas</li> <li>• Learned Spelling Patterns</li> </ul>
<b>OPINION/ARGUMENTATIVE</b>		
CC.1.4.1.G Write opinion pieces on familiar topics.		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>OPINION/ARGUMENTATIVE: FOCUS</b>		
CC.1.4.1.H Form an opinion by choosing among given topics.		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>OPINION/ARGUMENTATIVE: CONTENT</b>		
CC.1.4.1.I Support the opinion with reasons related to the opinion.		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>OPINION/ARGUMENTATIVE: ORGANIZATION</b>		
CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>OPINION/ARGUMENTATIVE: STYLE</b>		
CC.1.4.1.K Use a variety of words and phrases.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• Using Words</li> </ul>
<b>OPINION/ARGUMENTATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns); Capital Letters (Days); What Is a Sentence?; Sentence Marks; Comma, Comma, Comma; Double the Fun</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> <li>• Double the Fun</li> <li>• Sentence Marks</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> <li>• Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Commas</li> <li>• Learned Spelling Patterns</li> </ul>
<b>NARRATIVE</b>		
CC.1.4.1.M Write narratives to develop real or imagined experiences or events.		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>NARRATIVE: FOCUS</b>		
CC.1.4.1.N Establish who and what the narrative will be about.		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>NARRATIVE: CONTENT</b>		
CC.1.4.1.O Include thoughts and feelings to describe experiences and events.	<ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Build Knowledge</li> </ul>	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>NARRATIVE: ORGANIZATION</b>		
CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>NARRATIVE: STYLE</b>		
CC.1.4.1.Q Use a variety of words and phrases.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• Using Words</li> </ul>
<b>NARRATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns); Capital Letters (Days); What Is a Sentence?; Sentence Marks; Comma, Comma, Comma; Double the Fun</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> <li>• Double the Fun</li> <li>• Sentence Marks</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> <li>• Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Commas</li> <li>• Learned Spelling Patterns</li> </ul>
<b>PRODUCTION AND DISTRIBUTION OF WRITING: WRITING PROCESS</b>		
CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.		<ul style="list-style-type: none"> <li>• Editing</li> </ul>
<b>TECHNOLOGY AND PUBLICATION</b>		
CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing 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.	

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>CONDUCTING RESEARCH</b>		
CC.1.4.1.V Participate in individual or shared research and writing projects.		<ul style="list-style-type: none"> <li>• Collaborative Writing</li> </ul>
<b>CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES</b>		
CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Information</li> </ul>
<b>RANGE OF WRITING</b>		
CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
<b>1.5 SPEAKING AND LISTENING: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>		
<b>COMPREHENSION AND COLLABORATION: COLLABORATIVE DISCUSSION</b>		
CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>COMPREHENSION AND COLLABORATION: CRITICAL LISTENING</b>		
CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> <li>• Ask a Question</li> </ul>	<ul style="list-style-type: none"> <li>• Ask Questions</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>COMPREHENSION AND COLLABORATION: EVALUATING INFORMATION</b>		
CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> <li>• Ask a Question</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering Additional Information Through Questions</li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS: PURPOSE, AUDIENCE, AND TASK</b>		
CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		<ul style="list-style-type: none"> <li>• Use Relevant Details to Express Ideas and Feelings</li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS: CONTEXT</b>		
CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: MULTIMEDIA</b>		
CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Creating Stories</li> </ul>
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	<ul style="list-style-type: none"> <li>• Songs: Irregular Verbs; Adverbs; Adjectives Describe; Pronouns; Nouns; Verbs; Preposition Cat</li> <li>• Book: Moose Are Not Meese</li> <li>• Irregular Plurals</li> <li>• Plural Nouns</li> <li>• Irregular Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Verbs</li> <li>• Nouns</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Singular and Plural Nouns</li> <li>• Pronouns.</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Conjunctions</li> <li>• Determiners</li> <li>• Prepositions</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>GRADE 2</b>		
<b>1.1 FOUNDATIONAL SKILLS: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>		
<b>PHONICS AND WORD RECOGNITION</b>		
<p>CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Decode two-syllable words with long vowels and words with common prefixes and suffixes.</li> <li>Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.</li> <li>Read grade-appropriate irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Put It At the Front; Put It At the End; Double the Fun;</li> <li>Readable Word Play</li> <li>Spelling Exploration</li> <li>Word Recognition</li> <li>Power Word</li> <li>Prefixes</li> <li>Suffixes</li> <li>Comparatives</li> <li>Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>Long vs. Short Vowel Sounds</li> <li>Two Syllable Letter Patterns</li> <li>Prefix and Suffix</li> <li>Inconsistent Words</li> <li>Irregularly Spelled Words</li> </ul>
<b>FLUENCY</b>		
<p>CC.1.1.2.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Song: Use a Clue</li> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books (See titles at end of document.)</li> <li>Picture Clues</li> <li>Expression</li> <li>Mystery Words</li> <li>Power Word</li> </ul>	<ul style="list-style-type: none"> <li>Reading Check</li> <li>Fluency Check</li> <li>Word Recognition</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>1.2 READING INFORMATIONAL TEXT:</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between text with a focus on textual evidence.		
<b>KEY IDEAS AND DETAILS: MAIN IDEA</b>		
CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Main Topic</li> </ul>
<b>KEY IDEAS AND DETAILS: TEXT ANALYSIS</b>		
CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a 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>KEY IDEAS AND DETAILS: TEXT ANALYSIS <i>continued</i></b>		
CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within 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>Connection Between Events</li> </ul>
<b>CRAFT AND STRUCTURE: TEXT STRUCTURE</b>		
CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.	<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>
<b>CRAFT AND STRUCTURE: VOCABULARY</b>		
CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>Identify Meaning of Words and Phrases</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: DIVERSE MEDIA</b>		
CC.1.2.2.G Explain how graphic representations contribute to and clarify 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>Clarifying with Pictures</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: EVALUATING ARGUMENTS</b>		
CC.1.2.2.H Describe how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Supporting Ideas with Reason</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: ANALYSIS ACROSS TEXTS</b>		
CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Louis Braille and Seeing Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast Informational</li> </ul>
<b>VOCABULARY ACQUISITION AND USE</b>		
CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>Identify Meaning of Words and Phrases</li> </ul>
<b>RANGE OF READING</b>		
CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Reading with Understanding</li> </ul>
<b>1.3 READING LITERATURE: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>		
<b>KEY IDEAS AND DETAILS: THEME</b>		
CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Moral of the Story</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>KEY IDEAS AND DETAILS: TEXT ANALYSIS</b>		
CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Compare Characters</li> <li>• Map the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Who, What, Where, When, and Why</li> </ul>
<b>KEY IDEAS AND DETAILS: LITERARY ELEMENTS</b>		
CC.1.3.2.C Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Compare Characters: Why Wind and Water Fight</li> <li>• Map the Story</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• How are Characters Affected by Story Events</li> </ul>
<b>CRAFT AND STRUCTURE: POINT OF VIEW</b>		
CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> <li>• Books: Why Wind and Water Fight; Three Billy Goats Gruff</li> <li>• Compare Characters</li> <li>• Expression: Quotations</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View</li> </ul>
<b>CRAFT AND STRUCTURE: TEXT STRUCTURE</b>		
CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> <li>• Reading Detective</li> <li>• Sum Up: Remember Order</li> <li>• Map the Story</li> </ul>	
<b>CRAFT AND STRUCTURE: VOCABULARY</b>		
CC.1.3.2.F Describe how words and phrases supply rhythm and 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> </ul>	<ul style="list-style-type: none"> <li>• Rhythm</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: SOURCES OF INFORMATION</b>		
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	<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>• Peek at the Story</li> <li>• Check My Prediction</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Characters, Setting, or Plot</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: TEXT ANALYSIS</b>		
CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast Narrative</li> </ul>
<b>VOCABULARY ACQUISITION AND USE: STRATEGIES</b>		
CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• Find the Meaning of a Word</li> </ul>
<b>VOCABULARY ACQUISITION AND USE</b>		
CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
<b>RANGE OF READING</b>		
CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Reading Detective</li> <li>• Build Knowledge</li> <li>• Map the Story</li> <li>• Fluency Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Stories and Poetry</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>1.4 WRITING: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>		
<b>INFORMATIVE/EXPLANATORY</b>		
CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> <li>• Prewrite</li> <li>• First Draft</li> <li>• Revise</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>INFORMATIVE/EXPLANATORY: FOCUS</b>		
CC.1.4.2.B Identify and introduce the topic.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>INFORMATIVE/EXPLANATORY: CONTENT</b>		
CC.1.4.2.C Develop the topic with facts and/or definitions		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>INFORMATIVE/EXPLANATORY: ORGANIZATION</b>		
CC.1.4.2.D Group information and provide a concluding statement or section.		<ul style="list-style-type: none"> <li>• Writing with Facts</li> </ul>
<b>INFORMATIVE/EXPLANATORY: STYLE</b>		
CC.1.4.2.E Choose words and phrases for effect.	<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	
<b>INFORMATIVE/EXPLANATORY: CONVENTIONS OF LANGUAGE</b>		
CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Titles); Capital Letters; Comma, Comma; Apostrophe Pig; Contraction Action</li> <li>• Capitals</li> <li>• Nouns</li> <li>• Possessive Nouns</li> <li>• Commas</li> <li>• Contractions</li> <li>• Punctuation</li> <li>• All Star Spelling</li> <li>• Spell and Blend</li> <li>• Spelling</li> <li>• Make and Spell</li> <li>• Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Apostrophes</li> <li>• Commas</li> <li>• Consulting Reference Materials</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>OPINION/ARGUMENTATIVE</b>		
CC.1.4.2.G Write opinion pieces on familiar topics or texts.	<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>OPINION/ARGUMENTATIVE: FOCUS</b>		
CC.1.4.2.H Identify the topic and state an opinion.	<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>OPINION/ARGUMENTATIVE: CONTENT</b>		
CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.		<ul style="list-style-type: none"> <li>• Writing with Opinions</li> </ul>
<b>OPINION/ARGUMENTATIVE: ORGANIZATION</b>		
CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	<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>OPINION/ARGUMENTATIVE: STYLE</b>		
CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• Using Words</li> </ul>
<b>OPINION/ARGUMENTATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Titles); Capital Letters; Comma, Comma, Comma; Apostrophe Pig; Contraction Action</li> <li>• Capitals</li> <li>• Nouns</li> <li>• Possessive Nouns</li> <li>• Commas</li> <li>• Contractions</li> <li>• Punctuation</li> <li>• All Star Spelling</li> <li>• Spell and Blend</li> <li>• Spelling</li> <li>• Make and Spell</li> <li>• Reading Detective: Build Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Apostrophes</li> <li>• Commas</li> <li>• Consulting Reference Materials</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>NARRATIVE</b>		
CC.1.4.2.M Write narratives to develop real or imagined experiences or events.	<ul style="list-style-type: none"> <li>• Prewrite</li> <li>• First Draft</li> <li>• Revise</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>NARRATIVE: FOCUS</b>		
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>NARRATIVE: CONTENT</b>		
CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>NARRATIVE: ORGANIZATION</b>		
CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.		<ul style="list-style-type: none"> <li>• Writing Narratives</li> </ul>
<b>NARRATIVE: STYLE</b>		
CC.1.4.2.Q Choose words and phrases for effect	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• Using Words</li> </ul>
<b>NARRATIVE: CONVENTIONS OF LANGUAGE</b>		
<p>CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Titles); Capital Letters; Comma, Comma, Comma; Apostrophe Pig; Contraction Action</li> <li>• Capitals</li> <li>• Nouns</li> <li>• Possessive Nouns</li> <li>• Commas</li> <li>• Contractions</li> <li>• Punctuation</li> <li>• All Star Spelling</li> <li>• Spell and Blend</li> <li>• Spelling</li> <li>• Make and Spell</li> <li>• Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Apostrophes</li> <li>• Commas</li> <li>• Consulting Reference Materials</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>PRODUCTION AND DISTRIBUTION OF WRITING: WRITING PROCESS</b>		
CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> <li>• Prewrite</li> <li>• First Draft</li> <li>• Revise</li> <li>• Edit</li> </ul>	<ul style="list-style-type: none"> <li>• Editing</li> </ul>
<b>TECHNOLOGY AND PUBLICATION</b>		
CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.		<ul style="list-style-type: none"> <li>• Collaborative Writing</li> </ul>
<b>CONDUCTING RESEARCH</b>		
CC.1.4.2.V Participate in individual or shared research and writing projects.		<ul style="list-style-type: none"> <li>• Collaborative Writing</li> </ul>
<b>CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES</b>		
CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Information</li> </ul>
<b>RANGE OF WRITING</b>		
CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
<b>1.5 SPEAKING AND LISTENING: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>		
<b>COMPREHENSION AND COLLABORATION: COLLABORATIVE DISCUSSION</b>		
CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>COMPREHENSION AND COLLABORATION: CRITICAL LISTENING</b>		
CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details</li> </ul>
<b>COMPREHENSION AND COLLABORATION: EVALUATING INFORMATION</b>		
CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		<ul style="list-style-type: none"> <li>• Gathering Additional Information Through Questions.</li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS: PURPOSE, AUDIENCE, AND TASK</b>		
CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling</li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS: CONTEXT</b>		
CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Forming Complete Sentences</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS: MULTIMEDIA</b>		
CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Creating Stories</li> </ul>
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.	<ul style="list-style-type: none"> <li>• Songs: Irregular Verbs; Adverbs; Adjectives Describe; Pronouns; Nouns; Verbs; Preposition Cat</li> <li>• Book: Moose Are Not Meese</li> <li>• Irregular Plurals</li> <li>• Plural Nouns</li> <li>• Irregular Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular Plural Nouns</li> <li>• Past Tense Irregular Verbs</li> <li>• Adjectives vs. Adverbs</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; The Zulu Warrior

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; 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

### Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

## BASIC READING

### Traditional Tales

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 (Read or Record)

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?; Rom 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?

## Readable (Walk-Through/Jump-Through/Record Titles)

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?; Rom 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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

### Readable Books (Record, Read, Listen)

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

### Sentence Dictation Titles

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.](#)*

## SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at [mentor.waterford.org](http://mentor.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 (Chinese); S: Eensy, Weensy Spider; U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

#### Beginning Reading Songs

Comma, Comma, Comma; Homophone Monkey; Antonym Ant; Apples and Bananas; Old MacDonald's Vowels; ABC Show and Tell Sounds; ABC Tongue Twisters; ABC Picture Sounds; Sheep in the Shadows; C-K Rap; S Steals the Z; Blends; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; 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://www.youtube.com/channel/UC...).

### 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 MENTOR

*Waterford Mentor 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 Mentor is available online and in the Mentor app (for iOS and Android).