



100%
Aligned

Alignment

September 2026

**Waterford
Early Learning**

**ALABAMA COURSE
OF STUDY:
ENGLISH LANGUAGE
ARTS 2021**

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

This document provides a detailed alignment of **Waterford Early Learning** to **Alabama Course Of Study: English Language Arts 2021**.

Alignment Description

This document aligns Alabama Course Of Study: English Language Arts 2021 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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StateStandards	Digital Activities	Waterford Resources
AL.K: Kindergarten		
AL.K.LF: Literacy Foundations		
AL.K.LF.OL: Oral Language		
AL.K.LF.OL.1: Actively listen and speak using agreed-upon rules for discussion, with guidance and support.		
AL.K.LF.OL.1a: Use speech that is understandable with only grade-appropriate errors.		• Speaking to Express Ideas
AL.K.LF.OL.1b: Use word endings to indicate plurals, possessives, and verb tenses in speech.	• Songs: Nouns; More Than One • Nouns • Plural Nouns	
AL.K.LF.OL.1c: Use age-appropriate irregular plurals in conversation.	• Songs: Nouns; More Than One • Nouns • Plural Noun	
AL.K.LF.OL.1d: Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.		• Conversation Building • Speaking and Listening
AL.K.LF.OL.2: Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.	• Read with Me Books (See titles at end of document.) • Predicting • Step into the Story • Sum Up: Remember Order	• Conversation Building • Speaking and Listening • Clarifying Information • Mine

State Standards	Digital Activities	Waterford Resources
AL.K.LF.OL.1: Actively listen and speak using agreed-upon rules for discussion, with guidance and support <i>continued</i>.		
AL.K.LF.OL.3: Actively participate in teacher-led choral and shared reading experiences.	• Read with Me Books (See titles at end of document.) • Predicting • Step into the Story • Sum Up: Remember Order	
AL.K.LF.OL.4: With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.	• Find an Answer • Sum Up: Five Ws	• Key Details Informational • Seeing Fingers
AL.K.LF.OL.5: With guidance and support, present information orally, using complete sentences in correct word order.		
AL.K.LF.OL.5a: Speak audibly and express thoughts, feelings, and ideas clearly.		• Speaking to Express Ideas
AL.K.LF.OL.5b: Describe people, places, things, and events with relevant details in a story with three to five events.	• Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next?	• Story Retelling • My Super Sticky Sandwich
AL.K.LF.OL.6: Uses spatial and temporal concepts correctly.	• Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between	
AL.K.LF.OL.7: Restate and follow one- and two-step directions.	While interacting with Waterford, children listen to and follow multi-step directions.	

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.CP: Concepts of Print		
AL.K.LF.CP.8: Demonstrate understanding of the organization and basic features of printed materials.		
AL.K.LF.CP.8a: Recognize and demonstrate that print conveys meaning.	• Letters Make Words • Print Concepts	• Parts of a Book • Following Words • Recognizing Written Words • Understanding Spaces in Print
AL.K.LF.CP.8b: With prompting and support, explain the roles of the author and illustrator of a text.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	• Identifying the Author and Illustrator
AL.K.LF.CP.8c: Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.	• Print Concepts • Print Directionality	• Following Words
AL.K.LF.CP.8d: Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	• Songs: What Is a Sentence?	• Punctuation
AL.K.LF.CP.8e: Point to words using one-to-one correspondence, noting that words are separated by spaces.	• Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Print Concepts	• Recognizing Written Words • Understanding Spaces in Print
AL.K.LF.CP.8f: Distinguish letters from words within sentences.	• Letters Make Words	• Recognizing Written Words • Sentence Builders
AL.K.LF.CP.8g: Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.	• Distinguish Letters • Similarities and Differences in Letters	

State Standards	Digital Activities	Waterford Resources
AL.K.LF.PA: Phonological/Phonemic Awareness		
AL.K.LF.PA.9: Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.		
AL.K.LF.PA.9a: Count the number of words in a spoken sentence.		• Following Words • Recognizing Written Words • Understanding Spaces in Print • Segmenting Words
AL.K.LF.PA.9b: Recognize alliterative spoken words.	• Match Initial Sounds • Initial Sound • Right Initial Sound • Choose a Sound	• Rhyming Words
AL.K.LF.PA.9c: Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.	• Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme With Me • Rhyme • Rhyme Match • One Doesn't Rhyme • Finish the Picture • Rhyming Words • Choose a Rhyme	• Rhyming Words
AL.K.LF.PA.9d: Count, blend, and segment syllables in spoken words, including compound words.	• Blend Spoken Syllables • Syllable • Syllable Safari • Syllable Deletion With Compound Words	• Segmenting Syllables
AL.K.LF.PA.9e: Blend and segment onsets and rimes of single-syllable spoken words.	• Segment Onset/Rime • Blend Onset/Rime Sounds • Blend Onset/Rime • Blending Riddles: Onset/Rime	• Single Syllable Letter Patterns

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.PA.9: Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words <i>continued</i>.		
AL.K.LF.PA.9f: Identify the initial, final, and medial sounds of spoken words.	• Initial Sound • Right Initial Sound • Where is the Sound? • Right Final Sound	
AL.K.LF.PA.9g: Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.	• Songs: Consonants Together • Blend Phonemes • Blend Onset/Rime Sounds • Blending • Blend Every Sound (Phonemes) • Blending Dragon • Blending Riddles • Word Blending • Find the Picture • Phoneme Segmentation	• Form Words by Blending Sounds • Segmenting Words
AL.K.LF.PA.9h: Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.	• Letter Sound • Name that Sound	

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.P: Phonics		
AL.K.LF.P.10: Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.		
AL.K.LF.P.10a: Produce the most frequent sound(s) for each consonant, including x and q , which have two phonemes (sounds).	• Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound	
AL.K.LF.P.10b: Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.	• Songs: Old MacDonald Has Some Vowels; Apples and Bananas; Sentence Marks; Look for a Clue • Opposites • Letter Sound • Letter Sound Screening • Sound Room • Consonants • Sneaky Magic E • Name That Letter Sound	• Major Vowels • Upper and Lowercase Letters
AL.K.LF.P.10c: Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.	• Decodable Books (See titles at end of document.) • Word Pattern	
AL.K.LF.P.10d: Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.	• Songs: Sentence Marks; Look for a Clue • Consonants • Sneaky Magic E	• Upper and Lowercase Letters • Major Vowels

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.P.10: Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text <i>continued</i> .		
AL.K.LF.P.10e: With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.	• Songs: Sentence Marks; Look for a Clue • Consonants • Sneaky Magic E	• Major Vowels • Upper and Lowercase Letters
AL.K.LF.P.10f: With prompting and support, decode words with suffix - s , using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s.	• Suffixes	
AL.K.LF.P.10g: With prompting and support, produce the most frequent sound for digraphs ck , sh, th, ch , wh, ng, and combination qu , making the connection that a two-letter grapheme can represent one phoneme (sound).	• Songs: Blends: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; T-H Has Two Sounds; Charley Chick; Where is a Whale? • Blend Phonemes • Pattern Words • Spell and Blend	
AL.K.LF.P.10h: Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.	• Barnyard Bash • Circus Clown Climbers	
AL.K.LF.P.10i: Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.	• Decodable Books • Read with Me Books (See titles at end of document.) • Power Word • Blend Decodable Words • Blend Every Sound	• Power Word Practice Collection

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.F: Fluency		
AL.K.LF.F.11: Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.	• Read with Me Books • Name that Letter • Sing Around the World Songs • Fast Letter Fun • Find the Letter • Hidden Letters	• Upper and Lowercase Letters
AL.K.LF.F.12: Arrange and name letters of the alphabet in sequential order from a to z , with accuracy and automaticity.	• ABC Songs • Letters Introduction	• Upper and Lowercase Letters
AL.K.LF.F.13: With prompting and support, recognize and name digraphs ck , sh, th, ch , wh, ng, and combination qu.	• Songs: Blends: Consonants Together; C-K Rap; Sheep in the Shadows; T-H Has Two Sounds; Charley Chick; Where is a Whale?	
AL.K.LF.F.14: Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	• Readable Books • Decodable Books (See titles at end of document.) • Word Pattern • Blending Dragon	• Major Vowels
AL.K.LF.F.15: Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.	• Read Along Books	• Mine • Reading Check
AL.K.LF.F.16: Recognize and read grade-appropriate high frequency words with accuracy and automaticity.	• Readable Books (See titles at end of document.) • Power Word • Decodable Book Practice	• Power Word Practice Collection

State Standards	Digital Activities	Waterford Resources
AL.K.LF.V: Vocabulary		
AL.K.LF.V.17: With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	• Making Connections • Vocab	• Identify Real-Life Connections
AL.K.LF.V.18: Identify new meanings for familiar words and apply them accurately.	• Vocab	• Identify New Meanings for Words
AL.K.LF.V.19: Ask and answer questions about unfamiliar words in discussions and/or text.		• The Watermelon Seed
AL.K.LF.V.19a: Describe the relationship between words, including relating them to synonyms and antonyms.	• Synonyms • Antonyms	• Distinguish Meaning Among Verbs • Antonyms for Verbs and Adjectives
AL.K.LF.V.20: Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.	• Sort • Making Connections	• Identify Real-Life Connections

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.V.21: Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.		
AL.K.LF.V.21a: Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.	• Songs: Five Senses; Living and Nonliving; The Moon; Invertebrates • Oceans • Vocab Choice • Vocab	• Speaking to Express Ideas • Complete Sentences • Using Words
AL.K.LF.V.21b: Use new words and phrases acquired through conversations, reading and being read to, and responding to text.	• Songs: Five Senses; Living and Nonliving; The Moon; Invertebrates • Oceans • Vocab Choice • Vocab • Touch Instruction • Living or Nonliving Instruction • Science Investigation Introduction	• Using Words
AL.K.LF.C: Comprehension		
AL.K.LF.C.22: Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
AL.K.LF.C.23: With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Complete Sentences

State Standards	Digital Activities	Waterford Resources
AL.K.LF.C: Comprehension <i>continued</i>		
AL.K.LF.C.24: With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	• Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Read-Along Books • Informational Books (See titles at end of document.)	• Types of Text
AL.K.LF.C.25: With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.	• Reading Detective	• Identify The Main Topic • Locating Key Facts
AL.K.LF.C.26: With prompting and support, describe the relationship between illustrations and the text in which they appear.	• Picture Clues • Words Tell About the Pictures • Missing Pictures	• Relating Pictures and Text • Relationship Between Picture and Story
AL.K.LF.C.27: Identify and describe the main story elements in a literary text.		
AL.K.LF.C.27a: With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next?	• Story Retelling
AL.K.LF.C.28: With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.	• Peek at the Story	

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.C.27: Identify and describe the main story elements in a literary text <i>continued</i>.		
AL.K.LF.C.29: With prompting and support, identify the main topic and key details in an informational text.	• Making Connections	• Key Details Informational • Identify The Main Topic
AL.K.LF.C.30: With prompting and support, ask and answer questions about key details in literary and informational texts.	• Find an Answer • Build Knowledge • Describe Characters	• Mine • Key Details Informational • Key Details Narrative
AL.K.LF.C.31: With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.	• Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.)	
AL.K.LF.C.32: With prompting and support, compare and contrast two texts.		
AL.K.LF.C.32a: Distinguish between literary texts and informational texts.		• Information vs. Story
AL.K.LF.C.32b: Compare and contrast the experiences of characters in a literary text.	• Compare Characters	• Character Experiences • Compare and Contrast
AL.K.LF.C.32c: Compare and contrast two informational texts on the same topic.		• Compare and Contrast
AL.K.LF.W: Writing		
AL.K.LF.W.33: Express ideas orally and connect these ideas through drawing and emergent writing.		• Speaking to Express Ideas • Writing With Opinions

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.W.34: Print legibly, using proper pencil grip.		
AL.K.LF.W.34a: Print upper and lower case letters using proper approach strokes, letter formation, and line placement.	Letter Trace	- Printing Upper and Lowercase - Print All Upper- and Lowercase Letters
AL.K.LF.W.34b: With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.	- Name Game - Letter Trace	- Printing Upper and Lowercase - Print All Upper- and Lowercase Letters
AL.K.LF.W.34c: With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.	Sentences	- Printing Upper and Lowercase - Print All Upper- and Lowercase Letters
AL.K.LF.W.35: Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.		
AL.K.LF.W.35a: Encode at the phoneme level, using the most common grapheme/ spelling(s), for a spoken phoneme (sound).	- Build CVC Syllable Words - Stick 'n' Spell	- Write Consonants and Short-Vowels - Simple Phonetic Spelling
AL.K.LF.W.35b: With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.	- Build CVC Syllable Words - Stick 'n' Spell	- Write Consonants and Short-Vowels - Simple Phonetic Spelling
AL.K.LF.W.35c: With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.	- Spell and Blend - Build CVC Syllable Words	

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.W.35: Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately <i>continued</i> .		
AL.K.LF.W.35d: With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position , pointing out the part of the word that does not follow the regular pattern.	• Spelling Instruction • Power Word • Spell and Blend	
AL.K.LF.W.36: When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.		
AL.K.LF.W.36a: With prompting and support, transcribe spoken words to demonstrate that print represents oral language.	Waterford encourages everyone to have writing, drwing, and art materials available for children's creations.	
AL.K.LF.W.36b: With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.	• Songs: Nouns; Verbs; What Is a Sentence? Sentence Marks; Capital Letters • Sentences • Sentence Marks	• Complete Sentences • My Super Sticky Sandwich
AL.K.LF.W.36c: With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.	• Songs: Verbs • Color • Red, Yellow, and Blue • Nouns • Verbs • Sentences	

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.W.36: When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling <i>continued</i> .		
AL.K.LF.W.36d: With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
AL.K.LF.W.36e: With prompting and support, begin each sentence with a capital letter.	• Songs: What Is a Sentence? • Sentences	• Capitalization
AL.K.LF.W.36f: With prompting and support, capitalize the pronoun I and names of individuals.	• Songs: Capital Letters	• Capitalization
AL.K.LF.W.36g: With prompting and support, recognize, name, and correctly use end punctuation.	• Songs: What Is a Sentence?; Sentence Marks • Sentence Marks	
AL.K.LF.W.37: Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.		
AL.K.LF.W.37a: Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.	• Prewrite	• Collaborative Writing
AL.K.LF.W.37b: Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.	• Prewrite • First Draft	• Writing Narratives • Writing Topics • Writing Web • Be a Bold Writer

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.W.37: Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres <i>continued</i>.		
AL.K.LF.W.37c: Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.	• Prewrite • First Draft	• Writing With Opinions • Writing Topics • Writing Web • Be a Bold Writer
AL.K.LF.W.37d: Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.	• Prewrite • First Draft	• Writing with Facts • Writing Topics • Writing Web • Be a Bold Writer
AL.K.LF.W.37e: With prompting and support, compose writing for varied purposes and audiences, across different genres.	• Prewrite • First Draft • Edit • Revise	• The Writing Process
AL.K.LF.W.38: Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.		• Editing
AL.K.LF.W.39: Participate in shared research and writing projects to answer a question or describe a topic.		
AL.K.LF.W.39a: Include information recalled from personal experiences in research and writing projects.	• Making Connections • Find an Answer • Build Knowledge	• Recalling Information
AL.K.LF.W.39b: Gather information from provided sources for research and writing projects.	• Find an Answer • Build Knowledge	• Recalling Information

StateStandards	Digital Activities	Waterford Resources
AL.K.LF.W.40: With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.	• Revise • Edit	
AL.1: First Grade		
AL.1.LF: Literacy Foundations		
AL.1.LF.OL: Oral Language		
AL.1.LF.OL.1: Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	• Class Discussion
AL.1.LF.OL.2: Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.	• Read-Along Books • Traditional Tales & Stories (See titles at end of document.) • Build Knowledge • Expression Instruction	• Conversation Building
AL.1.LF.OL.3: Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.	• Sum Up: Five Ws • Find an Answer	• Key Details • The Gingerbread Man

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.OL.4: Present information orally using complete sentences and appropriate volume.		
AL.1.LF.OL.4a: Orally describe people, places, things, and events, expressing ideas with relevant details.		Sentence Production
AL.1.LF.CP: Concepts of Print		
AL.1.LF.CP.5: Locate a book, its title, table of contents, glossary, and the names of author(s) and illustrator(s).		
AL.1.LF.CP.5a: Explain the roles of author(s) and illustrator(s).	Print Concepts	- Locating Key Facts - Identifying the Author and Illustrator
AL.1.LF.PA: Phonological Awareness/Phonemic Awareness		
AL.1.LF.PA.6: Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.		
AL.1.LF.PA.6a: Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.	- Syllables - Syllable Safari - Blend Spoken Syllables	Form Words by Blending Sounds
AL.1.LF.PA.6b: Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.	- Sing a Rhyme Songs/Books (See titles at end of document.) - Rhyming Words - Rhyme - Rhyme Match - Rhyme With Me - One Doesn't Rhyme	Rhyming Words
AL.1.LF.PA.6c: Produce alliterative words.	- Initial Sound - Right Initial Sound - Choose a Sound	
AL.1.LF.PA.6d: Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.	- Songs: Blends: Consonants Together - Blend Phonemes - Blending - Blend Every Sound (Phonemes) - Find the Picture	Form Words by Blending Sounds

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.PA.6: Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words <i>continued</i>.		
AL.1.LF.PA.6e: Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.	• Phoneme Substitution • Phoneme Eliminator • One, Two, Three Sounds • Change One Sound • Letter Sound Eliminator • Circus Clown Climbers • Barnyard Bash • Letter Sounds Deletion	• Form Words by Blending Sounds
AL.1.LF.PA.6f: Distinguish long from short vowel sounds in spoken, single-syllable words.	• Songs: Old MacDonald Has Some Vowels; Apples and Bananas • Identify Short and long Vowel Sounds	• Long vs. Short Vowel Sounds
AL.1.LF.PA.6g: Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.	• Letter Sound Instruction • Letter Sound Screening	
AL.1.LF.PA.6h: Identify the sound substitution in words with five to six phonemes.	• Circus Clown Climbers	

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.P: Phonics		
AL.1.LF.P.7: Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.		
AL.1.LF.P.7a: Produce the most frequent sound(s) for each letter of the alphabet, including x, q , and the long and short sounds of the vowels.	• Songs: Mama Squirrel's Sound Song; Apples and Bananas; Old MacDonald Has Some Vowels; P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where Is a Whale?	
AL.1.LF.P.7b: Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.	• Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Where Is a Whale?; Sneaky Magic E; Blends: Consonants Together • Decodable Books • Readables • Fast Word Fun • Word Mastery • Word Assessment • Key Word Match • Pattern Hunt • Key Word • Spell and Blend • Decode CVC Syllable Words • Decode Open & Closed Syllable Words • Build Consonant+le Syllable Words • Decode Consonant+le Syllable Words • Decode Open Syllable Words	• Single Syllable Letter Patterns • Two Syllable Letter Patterns • Long Vowel Words Ending In E

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.P.7: Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts <i>continued</i>.		
AL.1.LF.P.7c: Decode words with digraphs, trigraphs, and combinations, including digraphs ck , sh, th, ch , wh, ph, ng , trigraphs tch and dge, and combination qu.	• Songs: Sheep in the Shadows; Charley Chick; Where Is a Whale?; P-H and G-H Say Fff • Decodable Books, Readables • Fast Word Fun • Letter Sound Screening • Sound Room • Pattern Hunt • Spell and Blend • C-K Rap • T-H Has Two Sounds • Word Pattern Spelling • Word Pattern • Say and Trace • Key Word Screening • Word Blending	• Spelling-Sound Correspondences
AL.1.LF.P.7d: Decode words with a after w read /a/ and a before l read /a/.	• Songs: Schwa Sounds • Word Recognition	
AL.1.LF.P.7e: With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation.	• Songs: C and G • Fast Word Fun • Word Assessment • Spell and Blend • Automatic Word Recognition • Power Word	

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.P.7: Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts <i>continued</i>.		
AL.1.LF.P.7f: Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /i/ sound in one-syllable words and the long /e/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.	• Songs: Tricky Y to I; Blicky Licky Land • Readable Word Play	
AL.1.LF.P.7g: Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur .	• Songs: Bossy Mr. R • Readable Word Play • Pattern Hunt • Identify r-Controlled Vowel Words • Build r-Controlled Syllable Word	
AL.1.LF.P.7h: With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue .	• Songs: Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Word Recognition • Word Pattern • Pattern Hunt	• Spelling-Sound Correspondences
AL.1.LF.P.7i: With prompting and support, decode words that follow the -ild, -ost, -old, -olt, and -ind patterns.	• Readable Word Play • Word Recognition • Word Pattern • Pattern Hunt	

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.P.7: Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts <i>continued</i> .		
AL.1.LF.P.7j: With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.	• Songs: Compound Words • Books: Clouds; Cow on the Hill; The Noise in the Night • Decode Open & Closed Syllable Words • Identify Variant Vowel Words • Build Consonant+le Syllable Words • Decode Consonant+le Syllable Words • Decode Open Syllable Words • Build Vowel Team Syllable Words	• Two Syllable Letter Patterns
AL.1.LF.P.7k: With prompting and support, decode words with silent letter combinations.		• Irregularly Spelled Words
AL.1.LF.P.7l: With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-.	• Prefixes	
AL.1.LF.P.7m: With prompting and support, decode words with common suffixes, including words with dropped e and y -to- i changes for suffix addition.	• Songs: Put It At the End; More Than One; Tricky Y to I; Drop Magic E; Blicky Licky Land • Suffixes • Change Y to I	• Inflectional Endings
AL.1.LF.P.7n: Decode contractions with am, is, has , and not .	• Songs: Contraction Action; Apostrophe Pig • Contractions	
AL.1.LF.P.7o: Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.	• Fast Word Fun • Word Mastery • Word Assessment • Mystery Words • Power Word • Spelling Scramble	• Irregularly Spelled Words

State Standards	Digital Activities	Waterford Resources
AL.1.LF.F: Fluency		
AL.1.LF.F.8: Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	• Songs: Sneaky Magic E; C and G; Key Words • Word Mastery • Key Word Match • Pattern Hunt	• Single Syllable Letter Patterns
AL.1.LF.F.9: Read grade-appropriate texts with accuracy and fluency.		
AL.1.LF.F.9a: Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.	• Read with Me Books • Decodable Books (See titles at end of document.) • Expression Instruction	• Reading Check
AL.1.LF.F.9b: Recognize and self-correct decoding and other errors in word recognition and reread for clarification.	• Read-Along Books • Traditional Tales & Stories • Informational Books (See titles at end of document.)	• Word Recognition
AL.1.LF.F.9c: Participate in poetry reading, noticing phrasing, rhythm, and rhyme.	• Read with Me Books • Decodable Books • Sing a Rhyme Songs/Books (See titles at end of document.)	
AL.1.LF.F.10: Read high-frequency words commonly found in grade-appropriate text.	• Power Word	• Power Word Practice

State Standards	Digital Activities	Waterford Resources
AL.1.LF.V: Vocabulary		
AL.1.LF.V.11: Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.		
AL.1.LF.V.11a: Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	• Morphology • Power Word	• Power Word Practice
AL.1.LF.V.12: Ask and answer questions about unfamiliar words and phrases in discussions and/or text.		
AL.1.LF.V.12a: Identify possessives and plurals and use them as clues to the meaning of text.	• Songs: More Than One; Apostrophe Pig • Plural Nouns • Possessive Nouns	• Nouns
AL.1.LF.V.12b: Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.	• Songs: Large, Larger, Largest; More Than One; It Happened Yesterday; Let's Compare • Past Tense Verbs	• Frequently Occurring Root Words
AL.1.LF.V.12c: Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.	• Songs: Synonym Tree; Adjectives Describe; Verbs; • Antonym Ant • Synonyms • Adjectives • Verbs	• Distinguish Meaning Among Verbs
AL.1.LF.V.13: Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.	• Rusty and Rosy's Clues	• Word Recognition

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.V.12: Ask and answer questions about unfamiliar words and phrases in discussions and/or text <i>continued</i>.		
AL.1.LF.V.14: Sort and categorize groups of words or pictures based on meaning, and label each category.	• Books: The Birds, the Beast, and the Bat • Sort	• Soring Common Objects into Categories
AL.1.LF.V.15: Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.	• Songs: Adjectives Describe • Adjectives	• Adjectives
AL.1.LF.V.16: Use grade-appropriate academic vocabulary in speaking and writing.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning	
AL.1.LF.C: Comprehension		
AL.1.LF.C.17: Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Class Discussion
AL.1.LF.C.18: Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	• Songs: What Is a Sentence? • Sentences • Sentence Marks	• Simple and Compound Sentences
AL.1.LF.C.19: Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	• Traditional Tales & Stories • Informational Books (See titles at end of document.)	• Informational Reading • Information vs. Story

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.C: Comprehension <i>continued</i>		
AL.1.LF.C.20: Use text features to locate key facts or information in printed or digital text.	• Reading Dective	• Describe the Story • Animal Bodies • Locating Key Facts
AL.1.LF.C.21: Identify the main topic and key details of literary and informational texts.	• Traditional Tales & Stories • Informational Books (See titles at end of document.) • Sum Up: Five Ws	• Story Retelling • Identifying the Main Topic • Mr. Lucky Straw
AL.1.LF.C.22: Ask and answer questions about key details in literary and informational texts.	• Recall Details • Ask a Question • Sum Up: Five Ws	• Key Details Informational • Key Details Narrative • Animal Bodies
AL.1.LF.C.23: Identify and describe the main story elements in a literary text.		
AL.1.LF.C.23a: Describe the characters and settings, using illustrations and textual evidence from a story.	• Traditional Tales & Stories (See titles at end of document.) • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order	• Describe the Story1 • Describe the Story 2
AL.1.LF.C.23b: Retell the plot or sequence of major events in chronological order.	• Traditional Tales & Stories (See titles at end of document.) • Describe Characters • Sum Up: Five Ws	• Story Retelling

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.C.24: Identify who is telling the story, using evidence from the text.		
AL.1.LF.C.24a: Use the term narrator to refer to the speaker who is telling the story.	Traditional Tales & Stories (See titles at end of document.)	Who is telling the Story?
AL.1.LF.C.25: Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.	- Informational Books (See titles at end of document.) - Connect to Me - Compare Characters - Build Knowledge - Sum Up: Remember Order	- Describe the Story - Goldilocks and the Three Bears - Story Retelling - Connecting Ideas - Anansi and the Seven Yam Hills - Jane Goodall
AL.1.LF.C.26: With prompting and support, use textual evidence to explain the central message or moral of a literary text.	Traditional Tales & Stories (See titles at end of document.)	Story Retelling
AL.1.LF.C.27: Make predictions using information found within a literary text.	Peek at the Story	
AL.1.LF.C.28: Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.		- Word Recognition - Reading Check

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.C.29: Compare and contrast texts.		
AL.1.LF.C.29a: Compare and contrast characters, settings, and major events in literary texts.	• Informational Books • Traditional Tales & Stories (See titles at end of document.) • Describe Characters • Compare Characters	• Character Experiences
AL.1.LF.C.29b: Describe the connections between individuals, events, ideas, or pieces of information in an informational text.	• Informational Books (See titles at end of document.) • Build Knowledge	• Connecting Ideas • Jane Goodall
AL.1.LF.C.29c: Point out similarities and differences between two texts on the same topic.	• Books: Garden Visitors and Creepy Crawlers; I Wish I Had Ears Like a Bat and Fawn Eyes	• Find the Similarity Between Two Texts
AL.1.LF.W: Writing		
AL.1.LF.W.30: Write legibly, using proper pencil grip.		
AL.1.LF.W.30a: Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.	• Letter Trace	• Print All Upper- and Lowercase Letters
AL.1.LF.W.30b: Print first and last names using proper letter formation, capitalization, and punctuation.	• Name Game • Letter Trace	
AL.1.LF.W.30c: Use lower case letters in the majority of written work, using capitals only when appropriate.	• Letter Trace	• Capitalization
AL.1.LF.W.30d: Write letters of the English alphabet in alphabetical order from memory.	• ABC Songs • Letter Trace	• Print All Upper- and Lowercase Letters

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.W.31: Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.		
AL.1.LF.W.31a: Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.	• Word Pattern Spelling • Word Construction • Make and Spell • Spell and Blend • Spelling • Spell Using the Six Syllable Types	• Learned Spelling Patterns
AL.1.LF.W.31b: Encode consonant-vowel (CV) words using knowledge of open syllable patterns.	• Decode Open & Closed Syllable Words • Decode Open Syllable Words	• Six Syllable Types
AL.1.LF.W.31c: Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.	• Songs: Blends: Consonants Together; Sheep in the Shadows; Charley Chick • Letter Sound Screening • Word Pattern Spelling • Pattern Hunt • Word Construction • Make and Spell • Spell and Blend • Spelling	
AL.1.LF.W.31d: Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.	• Songs: Blends: Consonants Together; Sheep in the Shadows; Charley Chick • Word Pattern Spelling • Pattern Hunt • Word Construction	• Spelling-Sound Correspondences

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.W.31: Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately <i>continued</i>.		
AL.1.LF.W.31e: Encode words with vowel-consonant-e syllable patterns.	• Build CVC Syllable Words • Word Traveler • Word Pattern Spelling • Key Word Screening	• Adjectives • Prepositions • Pronouns • Punctuation • Spelling-Sound Correspondences
AL.1.LF.W.31f: With prompting and support, encode words with the common vowel teams and diphthongs.	• Build CVC Syllable Words • Word Traveler • Word Pattern Spelling • Key Word Screening	• Adjectives • Prepositions • Pronouns • Punctuation • Spelling-Sound Correspondences
AL.1.LF.W.31g: With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.	• Build CVC Syllable Words • Word Traveler • Word Pattern Spelling • Key Word Screening	• Adjectives • Prepositions • Pronouns • Punctuation • Spelling-Sound Correspondences
AL.1.LF.W.31h: With prompting and support, encode words with final /ch/ sound spelled -ch and -tch .	• Songs: Sheep in the Shadows; Charley Chick; Where Is a Whale?; P-H and G-H Say Fff; C-K Rap; T-H Has Two Sounds • Decodable Books • Fast Word Fun • Letter Sound Screening • Sound Room • Pattern Hunt • Spell and Blend • Word Pattern Spelling • Word Pattern • Say and Trace • Key Word Screening • Word Blending	• Spelling-Sound Correspondences

State Standards	Digital Activities	Waterford Resources
AL.1.LF.W.31: Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately <i>continued</i>.		
AL.1.LF.W.31i: With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound.	• Songs: Double the Fun • Double the Fun • Word Pattern Spelling	• Inflectional Endings
AL.1.LF.W.31j: Encode words with final /v/ sound, using knowledge that no English word ends with a v.	• Spelling Scramble • Power Word	
AL.1.LF.W.31k: Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.	• Word Pattern Spelling • Key Word Screening • Word Construction • Make and Spell • Spelling • Spelling Scramble	
AL.1.LF.W.31l: Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.	• Word Pattern Spelling • Make and Spell • Spell and Blend	

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.W.31: Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately <i>continued</i>.		
AL.1.LF.W.31m: Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.	• Songs: Put It At the End; Nouns; It Happened Yesterday; • Let's Compare; Large, Larger, Largest • Suffixes • Plural Nouns • Past Tense Verbs	• Inflectional endings
AL.1.LF.W.31n: With prompting and support, encode words with common prefixes re-, un-, and mis-.	• Songs: Put It At the Front • Prefixes	• Cluing Off Frequently Occurring Affixes
AL.1.LF.W.31o: With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.	• Songs: Homophone Monkey • Homophones • Edit Tricky Spelling	• Homophones
AL.1.LF.W.32: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.		
AL.1.LF.W.32a: Identify the required features of a sentence, including capitalization of the first word and end punctuation.	• Songs: What Is a Sentence?; Capital Letters; • Sentences • Sentence Marks	• Capitalization • Sentence Features • Punctuation
AL.1.LF.W.32b: Transcribe spoken words to demonstrate that print represents oral language.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
AL.1.LF.W.32c: Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.	• Songs: What Is a Sentence? • Sentences • Sentence Marks	• Simple and Compound Sentences

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.W.32: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level <i>continued</i>.		
AL.1.LF.W.32d: With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.	• Songs: Nouns; Verbs; Adjectives Describe • Nouns • Verbs • Adjectives	• Nouns
AL.1.LF.W.32e: Write the correct number of words, with proper spacing, for a spoken phrase or sentence.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
AL.1.LF.W.32f: Begin each sentence with a capital letter.	• Songs: What Is a Sentence? • Sentences	• Capitalization • Sentence Features
AL.1.LF.W.32g: Capitalize the pronoun I and names of individuals.	• Songs: Capital Letters • Edit Capitals	• Adjectives • Prepositions • Pronouns • Punctuation • Capitalization
AL.1.LF.W.32h: Use commas in dates and words in a series.	• Songs: Comma, Comma, Comma • Edit Commas	• Adjectives • Prepositions • Pronouns • Punctuation • Commas
AL.1.LF.W.32i: With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.	• Songs: Sentence Marks • Sentence Marks	• Punctuation

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.W.32: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level <i>continued</i> .		
AL.1.LF.W.33: Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.	• Prewrite • Edit • Revise	• The Writing Process
AL.1.LF.W.34: With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.	• Prewrite • Edit • Revise	• Writing Narratives • The Writing Process
AL.1.LF.W.35: With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.	• Prewrite • Edit • Revise	• Animal Bodies • Writing with Facts
AL.1.LF.W.36: With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.	• Prewrite • Edit • Revise	• Writing with Opinions • The Writing Process
AL.1.LF.W.37: With prompting and support, write simple poems about a chosen subject.	• Poetry 1 & 2	
AL.1.LF.W.38: Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.	• Edit	• Editing

StateStandards	Digital Activities	Waterford Resources
AL.1.LF.W.32: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level <i>continued</i>.		
AL.1.LF.W.39: Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.	- Edit - Revise	Collaborative Writing
AL.1.LF.W.40: Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.		- Expressing Ideas Through Pictures - The Little Red Hen - Goldilocks and the Three Bears
AL.1.LF.W.41: Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.	- Songs: ABC Order - Alphabetic Order	
AL.1.LF.W.42: Participate in shared research and writing projects to answer a question or describe a topic.		
AL.1.LF.W.42a: Recall information from experiences to contribute to shared research and writing projects.	- Making Connections - Build Knowledge	Collaborative Writing
AL.1.LF.W.42b: Gather information from provided sources.	Build Knowledge	Recalling Information
AL.1.LF.W.43: Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.		Collaborative Writing

StateStandards	Digital Activities	Waterford Resources
AL.2: Second Grade		
AL.2.LF: Literacy Foundations		
AL.2.LF.OF: Oral Language		
AL.2.LF.OL.1: Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.		• Class Discussion
AL.2.LF.OL.2: Present information orally using complete sentences, appropriate volume, and clear pronunciation.		
AL.2.LF.OL.2a: Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.		• Storytelling
AL.2.LF.OL.2b: Use complex sentence structures when speaking.		• Forming Complete Sentences
AL.2.LF.OL.2c: Ask and answer questions to seek help, clarify meaning, or get information.		• Gathering Additional Information Through Questions
AL.2.LF.OL.3: Demonstrate oral literacy skills by participating in a variety of oral language activities.		• Storytelling
AL.2.LF.OL.4: Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details.		• Key Details

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.OL.2: Present information orally using complete sentences, appropriate volume, and clear pronunciation <i>continued</i>.		
AL.2.LF.OL.5: Create recordings of stories or poems.		• Defying Gravity: The Story of Mae Jemison • Creating Stories
AL.2.LF.OL.6: Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
AL.2.LF.OL.7: Demonstrate standard English usage when speaking.		
AL.2.LF.OL.7a: Use collective nouns.	• Nouns • Plural Nouns	
AL.2.LF.OL.7b: Form and use frequently-occurring irregular plural nouns.	• Songs: Strange Spelling • Books: Moose Are Not Meese • Irregular Plurals	• Adjectives vs. Adverbs • Apostrophes • Capitalization • Irregular Plural Nouns • Inflectional Endings
AL.2.LF.OL.7c: Use reflexive pronouns.	• Irregular Plurals • Plural Nouns	
AL.2.LF.OL.7d: Form and use past tense forms of frequently-occurring irregular verbs.	• Songs: Strange Spelling • Books: Moose Are Not Meese • Irregular Plurals • Plural Nouns	• Irregular Plural Nouns

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.OL.7: Demonstrate standard English usage when speaking <i>continued</i>.		
AL.2.LF.OL.7e: Use adjectives and adverbs.	• Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs	• Apostrophes • Capitalization • Adjectives vs. Adverbs • Using Words
AL.2.LF.OL.7f: Produce and expand complete simple and compound sentences when speaking.	• Revise	• Simple and Compound Sentences
AL.2.LF.PA: Phonological Awareness/Phonemic Awareness		
AL.2.LF.PA.8: Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.	• Letter Sound Instruction • Letter Sound Screening	
AL.2.LF.PA.9: Demonstrate advanced phonemic awareness skills in spoken words.		
AL.2.LF.PA.9a: Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.	• Phoneme Substitution • One, Two, Three Sounds • Phoneme Eliminator	
AL.2.LF.PA.9b: Delete the initial sound in an initial blend in a one-syllable base word.	• Phoneme Eliminator	

State Standards	Digital Activities	Waterford Resources
AL.2.LF.PA.9: Demonstrate advanced phonemic awareness skills in spoken words <i>continued</i>.		
AL.2.LF.PA.9c: With prompting and support, delete the medial and final sounds in blends in one syllable base words.	• Phoneme Substitution • Phoneme Eliminator • One, Two, Three Sounds • Circus Clown Climbers	
AL.2.LF.PA.9d: Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next.	• Phoneme Eliminator • Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound	
AL.2.LF.PA.9e: With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.	Waterford provides explicit and systematic instruction to teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes	
AL.2.LF.P: Phonics		
AL.2.LF.P.10: Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.		
AL.2.LF.P.10a: Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.	• Songs: Schwa Sound • Sneaky Magic E • Blend Phonemes • Decode Split Vowels • Decode Multisyllabic Words • Decode Using the Six Syllable Types	
AL.2.LF.P.10b: Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.	• Sneaky Magic E • Decode Using the Six Syllable Types • Decode Multisyllabic Words	

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.P.10: Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context <i>continued</i> .		
AL.2.LF.P.10c: Decode and encode words with three-consonant blends and blends containing digraphs.	• Songs: Blends: Consonants Together • Blend Phonemes • Circus Clown Climbers • Spell and Blend	
AL.2.LF.P.10d: Decode and encode words with consonant digraphs, trigraphs, and combinations.	• Songs: Blends: Consonants Together • Blend Phonemes • Spell and Blend	• Spelling-Sound Correspondences
AL.2.LF.P.10e: Decode and encode words with variable vowel teams and vowel diphthongs.	• Books: The Noise in the Night; Strawberry Jam; Cow on the Hill; Clouds; The Name of the Tree • Word Recognition • Readable Word Play • Make and Spell • All-star Spelling • Automatic Word Recognition	• Spelling-Sound Correspondences
AL.2.LF.P.10f: Decode and encode words with vowel-r combinations.	• Songs: Bossy Mr. R • Identify r-Controlled Syllable Words • Build r-Controlled Syllable Words	• Learned Spelling Patterns
AL.2.LF.P.10g: Decode and encode words that follow the -ild, -ost, -old, -olt, and -ind patterns.	• Readable Word Play • Spell and Blend • Word Pattern • Word Mastery • Word Recognition	

State Standards	Digital Activities	Waterford Resources
AL.2.LF.P.10: Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context <i>continued</i> .		
AL.2.LF.P.10h: Decode and encode words with a after w read /ä/ and a before l read /ä/.	• Word Recognition • Spelling Scramble • Readable Word Play • Spell and Blend	• Learned Spelling Patterns
AL.2.LF.P.10i: Decode and encode words with or after w read /er/.	• Readable Word Play • Spell and Blend • Word Pattern • Word Mastery • Word Recognition	
AL.2.LF.P.10j: Decode and encode words with the hard and soft sounds of c and g, in context and in isolation.	• Books: Through the Back Fence; Fudge for Sale; The Bees; Mike and the Mice; Huge Red Plume • Word Recognition • Readable Word Play • Automatic Word Recognition	• Irregularly Spelled Words
AL.2.LF.P.10k: Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /f' / sound in one-syllable words and the long /fi/ sound in two-syllable words, and words with vowel y in medial position, producing the short /f#/ sound for these words.	• Books: Do You Know? • Word Recognition • Readable Word Play	• Inconsistent Words
AL.2.LF.P.10l: Decode words with silent letter combinations.	• Songs: Silent Letters	• Irregularly Spelled Words • In the Lights: The Story of Lin-Manuel Miranda
AL.2.LF.P.10m: Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.	• Songs: Put It At the Front; Put It At the End; More Than One; Tricky Y to I; Drop Magic E • Change Y to I • Suffixes	• Prefix and Suffix

State Standards	Digital Activities	Waterford Resources
AL.2.LF.P.10: Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context <i>continued</i> .		
AL.2.LF.P.10n: Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.	• Songs: Sneaky Magic E; C and G; Key Words • Word Mastery • Key Word Match • Pattern Hunt • Spell and Blend • Word Construction • Word Pattern Spelling • Say and Trace • Power Word	
AL.2.LF.P.10o: Decode and encode contractions with am, is, has, not, have, would, and will.	• Songs: Contraction Action; Apostrophe Pig • Contractions	• Apostrophes
AL.2.LF.F: Fluency		
AL.2.LF.F.11: Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.	• Sneaky Magic E • Blend Phonemes • Decode Multisyllabic Words • Decode Using the Six Syllable Types	
AL.2.LF.F.12: Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	• Songs: Quotation Marks • Expression • Fluency	• Fluency Check
AL.2.LF.F.13: Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.		• Rhythm
AL.2.LF.F.14: Read high-frequency words commonly found in grade-appropriate text.	• Read-Along Books • Traditional Tales & Stories • Informational Books (See titles at end of document.) • Power Word	• Power Word Practice Collection

State Standards	Digital Activities	Waterford Resources
AL.2.LF.V: Vocabulary		
AL.2.LF.V.15: Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.		
AL.2.LF.V.15a: Make connections to a word, its structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	• Power Word	
AL.2.LF.V.16: Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.		
AL.2.LF.V.16a: Use knowledge of antonyms and synonyms.	• Songs: Synonym Tree • Synonyms • Antonyms	• Synonyms
AL.2.LF.V.16b: Distinguish shades of meaning among verbs and adjectives.	• Songs: Synonym Tree • Synonyms • Adjectives • Verbs	• Closely Related Verbs
AL.2.LF.V.16c: Use knowledge of homophones to determine use of the correct word.	• Songs: To, Too, Two; There, Their, They're; Homophone Monkey • Homophones	• Homophones
AL.2.LF.V.16d: With prompting and support, interpret figurative language.	• Books: Animals in the House; Poetry	

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.V.17: Analyze meaningful parts of words and phrases in discussions and/or text.		
AL.2.LF.V.17a: Identify possessives and plurals and use them as clues to the meaning of text.	• Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns	• Apostrophes
AL.2.LF.V.17b: Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.	• Songs: Put It at the Front; Put It at the End; Let's Compare • Books: Little Barry Busy • Prefixes • Suffixes	• Adding Prefixes To Known Words • Prefix and Suffix • Using The Root Word to Determine Meaning
AL.2.LF.V.18: Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.	• Songs: Reading Detective • Vocab Comprehension Sentences	• Using The Root Word To Determine Meaning • Using Glossaries and Dictionaries
AL.2.LF.V.19: Identify new vocabulary and the use of word meanings in text to establish real-life connections.		• Identify Real-life Connections
AL.2.LF.V.20: Use grade-level academic and domain-specific vocabulary to gain meaning from text.		• Using The Root Word To Determine Meaning • Word Recognition • Good Trouble
AL.2.LF.V.21: Use grade-level academic and domain-specific vocabulary in writing.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applyi	

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.C: Comprehension		
AL.2.LF.C.22: Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	• Build Knowledge	• Collaborative Writing
AL.2.LF.C.23: Identify the main story elements in a literary text.		
AL.2.LF.C.23a: Explain the plot of a narrative, using textual evidence to list the major events in sequence.	• Read-Along Books (See titles at end of document.) • Compare Characters • Sum Up: Remember Order • Map the Story • Sum Up: Five Ws	• How Characters Are Affected By Story Events
AL.2.LF.C.23b: Describe the characters, traits, feelings, and behaviors in a story.	• Songs: Reading Detective	• Describe the Story • Violeta • How Are Characters Affected by Story Events
AL.2.LF.C.23c: Describe the setting of a narrative, using textual evidence.	• Songs: Reading Detective	• How Are Characters Affected by Story Events • Understanding Characters, Setting, or Plot
AL.2.LF.C.23d: Identify the central message or moral of a story.	• Songs: Reading Detective • Map the Story • Sum Up: Remember Order	• Moral of The Story
AL.2.LF.C.23e: Identify the theme in myths, fables, and folktales.	• Read-Along Books • Traditional Tales & Stories (See titles at end of document.)	• Moral of The Story

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.C.24: Identify the main idea and supporting details of literary and informational texts.		
AL.2.LF.C.24a: Explain how the supporting details contribute to the main idea.	• Songs: Reading Detective • Check My Prediction • Map the Story • Violeta • Fluency: Comprehension Check • Expression	• Describe the Story • How Are Characters Affected by Story Events • Violeta • Clarifying With Pictures • Supporting Ideas with Reason • In the Lights: The Story of Lin-Manuel Miranda
AL.2.LF.C.24b: Recount or summarize key ideas from the text.	• Read-Along Books • Informational Books (See titles at end of document.)	• Key Details
AL.2.LF.C.25: Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.		
AL.2.LF.C.25a: Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.	• Reading Detective	• Locating Key Facts
AL.2.LF.C.25b: Explain how specific features can clarify a text or enhance comprehension.	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book	• Clarifying with Pictures

State Standards	Digital Activities	Waterford Resources
AL.2.LF.C.26: Compare and contrast important details presented by two texts on the same topic or theme.		
AL.2.LF.C.26a: Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.	- Books: Louis Braille and Seeing Fingers - Read-Along Books - Traditional Tales & Stories (See titles at end of document.) - Compare Characters	Compare and Contrast Narrative
AL.2.LF.C.26b: Compare and contrast story elements of literary texts.	- Read-Along Books - Traditional Tales & Stories (See titles at end of document.) - Compare Characters	Compare and Contrast
AL.2.LF.C.27: Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	- Reading Detective - Sum Up: Remember Order - Map the Story - Sum Up: Five Ws	Understanding Characters, Setting, or Plot
AL.2.LF.C.28: Establish a purpose before reading literary and informational texts to enhance comprehension.	- Informational Books (See titles at end of document.) - Sum Up: Five Ws - Build Knowledge - Map the Story	Reading Check 1
AL.2.LF.C.29: With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.	- Reading Detective - Sum Up: Remember Order - Map the Story	

State Standards	Digital Activities	Waterford Resources
AL.2.LF.C.30: Read and comprehend literary and informational texts.		
AL.2.LF.C.30a: State and confirm predictions about a text.	• Reading Detective • Peek at the Story • Check My Guess	
AL.2.LF.C.30b: Use background knowledge to make connections to new text.	• Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Build Knowledge • Making Connections • Map the Story	
AL.2.LF.C.30c: Draw conclusions based on the text.	• Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Build Knowledge • Making Connections • Map the Story • Peek at the Story • Making Connections	
AL.2.LF.C.31: Use information from a text to determine the author's purpose in different forms of informational and literary texts.	• Read-Along Books • Informational Books (See titles at end of document.)	• Identify The Main Purpose of A Text • Supporting Ideas with Reason
AL.2.LF.C.32: Identify rhyme schemes in poems or songs.	• Books: Poetry Book 1; Poetry Book 2; The Swing; Bad News Shoes	
AL.2.LF.C.33: Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.	• Books: Poetry Book 1; Poetry Book 2; The Swing; Bad News Shoes	

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.C.34: Differentiate between fact and opinion in a text.		
AL.2.LF.C.34a: Use prior knowledge and information gathered from research to evaluate opinions in texts.	• Informational Books (See titles at end of document.) • Build Knowledge	
AL.2.LF.C.34b: Use textual evidence and gathered research from reliable sources to prove facts.	• Informational Books (See titles at end of document.) • Build Knowledge	
AL.2.LF.C.35: Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.	• Songs: Reading Detective • Check My Prediction • Map the Story • Violeta Intro Videos • Fluency: Comprehension Check • Expression • Good Trouble Outro Video	• Describe the Story • Ask Questions
AL.2.LF.C.36: Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so , to help build syntactic awareness and comprehension at the sentence level.		• Simple and Compound Sentences • Conjunctions

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.W: Writing		
AL.2.LF.W.37: Write legibly.		
AL.2.LF.W.37a: Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.	Writing activities provide opportunities for students to produce grade-appropriate text using legible writing.	
AL.2.LF.W.37b: Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant.		
AL.2.LF.W.37c: Form uppercase and lowercase letters in cursive.		
AL.2.LF.W.38: Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.		
AL.2.LF.W.38a: Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.	• Decode CVC Syllable Words • Decode Open Syllable Words • Decode Open and Closed Syllable Words • Decode Using the Six Syllable Types • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words • Build Consonant+le Syllable Words • Build Decode Multisyllabic Words	• Adjectives vs. Adverbs • Apostrophes • Capitalization
AL.2.LF.W.38b: Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.	• Decode CVC Syllable Words • Decode Open Syllable Words • Decode Open and Closed Syllable Words • Decode Using the Six Syllable Types • Build Vowel Team Syllable Words • Build r-Controlled Syllable Words • Build Consonant+le Syllable Words • Build Decode Multisyllabic Words	

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.W.38: Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately <i>continued</i> .		
AL.2.LF.W.38c: Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.	• Songs: Sneaky Magic E • Power Word • Spelling Instruction • Spelling Scramble	
AL.2.LF.W.38d: Encode one- and two-syllable words with long and short vowel patterns.	• Word Pattern Spelling • Pattern Hunt • Word Construction • Spell and Blend • Spelling • Spelling Scramble • Spelling Exploration • All-Star Spelling	• Major Vowels
AL.2.LF.W.38e: Encode words with two- and three-consonant blends, including those containing digraphs.	• Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where is a Whale?; Blends: • Consonants Together • Word Mastery • Sound Room • Word Pattern • Word Recognition • Pattern Hunt • Spell and Blend • Name That Sound • Letter Sound	• Spelling-sound Correspondences
AL.2.LF.W.38f: Encode words with consonant digraphs, trigraphs, and combinations.	• Songs: P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; Where is a Whale?; Blends: Consonants Together; Charley Chick • Word Mastery • Word Recognition • Spell and Blend	• Spelling-sound Correspondences

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.W.38: Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately <i>continued</i> .		
AL.2.LF.W.38g: Encode words with the common vowel teams, including diphthongs.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Make and Spell • All-Star Spelling • Spelling Exploration • Spelling Game • Word Recognition • Spell and Blend • Spelling Scramble	• Spelling-Sound Correspondences
AL.2.LF.W.38h: Encode words with vowel-r combinations.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Make and Spell • All-Star Spelling • Spelling Exploration • Build r-Controlled Syllable Words • Spelling Game • Word Recognition • Spell and Blend • Spelling Scramble	• Spelling-Sound Correspondences
AL.2.LF.W.38i: Encode words that follow the -ild, -ost, -old, -olt, and -ind patterns.	• Make and Spell • All-Star Spelling • Spelling Exploration • Build r-Controlled Syllable Words • Spelling Game • Word Recognition • Spell and Blend • Spelling Scramble	

State Standards	Digital Activities	Waterford Resources
AL.2.LF.W.38: Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately <i>continued</i> .		
AL.2.LF.W.38j: Encode words with a after w read /ă/ and a before l read /â/.	• Word Recognition • Spelling Scramble • Readable Word Play • Spell and Blend	
AL.2.LF.W.38k: Encode words with or after w read /er/.	• Word Recognition • Spelling Scramble • Readable Word Play • Spell and Blend	
AL.2.LF.W.38l: Encode words with hard and soft c and g.	• Books: Through the Back Fence; Fudge for Sale; The Bees; Mike and the Mice; Huge Red Plume • Word Recognition • Readable Word Play • Automatic Word Recognition	• Irregularly Spelled Words
AL.2.LF.W.38m: Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /î/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.	• Songs: Tricky Y to I; Blicky Licky Land • Readable Word Play	
AL.2.LF.W.38n: Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.	• Songs: Tricky Y to I; Put It at the End • Change Y to I • Suffixes • Prefixes	• Cluing Off Frequently Occurring Affixes • Prefix and Suffix

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.W.38: Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately <i>continued</i> .		
AL.2.LF.W.38o: Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.	• Word Pattern Spelling • Word Construction • Make and Spell • Spell and Blend • Spelling Scramble • Spelling Exploration • All-Star Spelling	
AL.2.LF.W.38p: Encode contractions with am, is, has, not, have, would, and will , using apostrophes appropriately.	• Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns	• Apostrophes
AL.2.LF.W.38q: Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.	• Songs: Homophone Monkey • Homophones • Edit Tricky Spelling	• Homophones
AL.2.LF.W.39: Organize a list of words into alphabetical order according to first, second, and third letters.	• Songs: ABC Order • Alphabetic Order	
AL.2.LF.W.40: Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.	• Prewrite • First Draft • Revise	• Writing Narratives • The Writing Process • Writing Web • Writing Topics

State Standards	Digital Activities	Waterford Resources
AL.2.LF.W.38: Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately <i>continued</i> .		
AL.2.LF.W.41: Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.	• Prewrite • First Draft • Revise	• Writing with Facts • The Writing Process • Writing Web • Writing Topics
AL.2.LF.W.42: Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.	• Prewrite • First Draft • Revise	• Writing with Opinions • The Writing Process • Writing Web • Writing Topics
AL.2.LF.W.43: Write complete sentences demonstrating knowledge of punctuation conventions.		
AL.2.LF.W.43a: Utilize commas with words in a series in a sentence.	• Songs: Comma, Comma, Comma • Edit Commas	
AL.2.LF.W.43b: Use apostrophes to form contractions and possessives.	• Songs: Apostrophe Pig • Edit Punctuation • Possessive Nouns	• Adjectives vs. Adverbs • Capitalization • Apostrophes
AL.2.LF.W.43c: Use punctuation to set off interjections.	• Expression • Sentence Marks	
AL.2.LF.W.43d: Expand sentences using frequently-occurring conjunctions.	• Power Word	• Using Words
AL.2.LF.W.44: With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.		• The Writing Process

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.W.45: Demonstrate understanding of standard English language conventions when writing.		
AL.2.LF.W.45a: Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.	- Songs: Nouns; More Than One; Verbs; It Happened - Yesterday; Adjectives Describe - Nouns - Verbs - Adjectives - Adverbs	Adjectives vs. Adverbs
AL.2.LF.W.45b: Form regular nouns and verbs by adding -s or -es .	- Songs: More Than One; Nouns - Nouns - Plural Nouns - Verbs	
AL.2.LF.W.45c: Form and use simple present and past verb tenses.	- Songs: It Happened Yesterday; Verbs - Verbs - Past Tense Verbs	Past Tense Irregular Verbs
AL.2.LF.W.45d: Form plurals by changing -y to -ies.	- Songs: Tricky Y to I - Change Y to I	
AL.2.LF.W.45e: Form and use frequently-occurring irregular plural nouns and verbs.	- Songs: Irregular Verbs; Strange Spelling - Books: Moose Are Not Meese - Irregular Plurals - Irregular Verbs	- Adjectives vs. Adverbs - Apostrophes - Capitalization - Irregular Plural Nouns - Past Tense Irregular Verbs - Inflectional Endings
AL.2.LF.W.45f: Use plural possessives.	- Songs: Apostrophe Pig - Possessive Nouns	

StateStandards	Digital Activities	Waterford Resources
AL.2.LF.W.46: Gather and use research to answer questions to complete a research product.		
AL.2.LF.W.46a: Create topics of interest for a research project.	• Prewrite • Build Knowledge	• Word Map • Writing Topics
AL.2.LF.W.46b: Create questions to gather information for a research project.	• Informational Books (See titles at end of document.) • Find an Answer • Build Knowledge	• Ask Questions • Recalling Information • Defying Gravity: The Story of Mae Jemison • In the Lights: The Story of Lin-Manuel Miranda
AL.2.LF.W.46c: Find information from a variety of sources.	• Informational Books (See titles at end of document.) • Build Knowledge	• Recalling Information
AL.2.LF.W.46d: Define plagiarism and explain the importance of using their own words.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	

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 / Blicky Licky Land / Apostrophe Pig / Capital Letters—Days / Charley Chick / Adjectives Describe / Lazy Letter Q / Nouns / Verbs / Adverbs / Irregular Verbs / Preposition Cat / Verbs that Link / Consonants /

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

Many of these songs are available on the [→Waterford.org YouTube channel](https://www.youtube.com/channel/UCqj0K1p1p1p1p1p1p1p1p1p).

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).