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Aligned

Alignment

September 2026

**Waterford
Early Learning**

**Ohio's Learning
Standards for English
Language Arts 2027
for Grades K-2**

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

This document provides a detailed alignment of **Waterford Early Learning** to **Ohio's Learning Standards for English Language Arts 2026 for Grades K-2**.

Alignment Description

This document aligns Ohio's Learning Standards for English Language Arts 2026 for Grades K-2 to Waterford.org's digital activities and supporting resources.

Waterford Digital Activities

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

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

Waterford Resources

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

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

Waterford Curriculum Details

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

Adaptive, Individualized Learning

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

Data-Informed Instruction

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

Research-Driven Development

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

Reading Sequence

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

Math and Science Sequence

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

SmartStart Sequence

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

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Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Kindergarten		
Reading Literature Standards		
RL.K.1 When presented with a read-aloud, ask and answer questions about key details in a literary text (e.g., story, drama, poem).	- Describe Characters - Find an Answer - Sum Up: Five Ws <u>Classroom Playlists*</u> - OH: K: RL: Key Ideas: Key Details in Text	- Key Details Narrative - Seeing Fingers - Mine
RL.K.2 When presented with a read-aloud, retell stories from literary texts, including key details.	- Sum Up: Five Ws - Sum Up: Remember Order - What Comes Next? <u>Classroom Playlists*</u> - OH: K: RL: Key Ideas: Retell Stories	- Story Retelling - My Super Sticky Sandwich
RL.K.3 When presented with a read-aloud: a. Name the character(s) and setting(s). b. List major events in a literary text.	- Sum Up: Five Ws - Describe Characters <u>Classroom Playlists*</u> - OH: K: RL: Key Ideas: Key Details in Text	- Identify Story Elements - Seeing Fingers
RL.K.4 When presented with a read-aloud, ask and answer questions to determine the meaning of unknown or essential vocabulary words in a literary text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	- Unknown Words - The Watermelon Seed
RL.K.5 When presented with a read-aloud: a. Identify the type of literary text; and b. Show understanding of print concepts by naming the front and back covers and pointing to the title page.	- Read With Me Books - Sing a Rhyme Songs/Books - Decodable Books (See titles at end of document.) <u>Classroom Playlists*</u> - OH: K: RL: Craft and Structure: Common Types of Texts	Types of Text

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Literature Standards <i>continued</i>		
RL.K.6 When presented with a read-aloud, locate the author and illustrator and describe how each contributes to telling the story in a literary 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. <u>Classroom Playlists*</u> OH: K: RL/RI: Craft and Structure: Author and Illustrator	Identifying the Author and Illustrator
RL.K.7 When presented with a read-aloud, describe the information that illustrations show or help explain in a literary text (e.g., what moment in a story is depicted by an illustration).	- Words Tell About the Pictures - Peek at the Story <u>Classroom Playlists*</u> - OH: K: RL/RI: Knowledge and Ideas: Illustration and Text	- Relationship Between Picture and Story - Jose Three
RL.K.8 (Not applicable to literature)		
RL.K.9 When presented with a read-aloud, compare and/or contrast the adventures and experiences of characters in literary texts.	- Compare Characters <u>Classroom Playlists*</u> - OH: K: RL: Knowledge and Ideas: Compare and Contrast	Compare and Contrast
RL.K.10 When presented with a read-aloud, utilize background knowledge and draw on previous experiences to understand a literary text.	- Read With Me - Sing a Rhyme Songs/Books - Informational Books (See titles at end of document.)	Group Reading Activities

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Informational Standards		
RI.K.1 When presented with a read-aloud, ask and answer questions about key details in an informational text (e.g., historical, scientific, or technical text).	- Find an Answer - Sum Up: Five Ws <u>Classroom Playlists*</u> - OH: K: RI: Key Ideas: Key Details in Text	- Key Details Informational - Seeing Fingers
RI.K.2 When presented with a read-aloud, retell facts and ideas from an informational text, including the main topic and key details.	- Sum Up: Remember Order - Sum Up: Five Ws <u>Classroom Playlists*</u> - OH: K: RI: Key Ideas: Key Details in Text	Identify Main Topic
RI.K.3 When presented with a read-aloud, identify the connection between two individuals, events, or ideas in an informational text.	- Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm - Making Connections	- Connection Between Events - Seeing Fingers
RI.K.4 When presented with a read-aloud, ask and answer questions to determine the meaning of unknown or essential vocabulary words in an informational text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	Unknown Words
RI.K.5 When presented with a read-aloud, show understanding of print concepts by naming the front and back covers and pointing to the title page.	- Print Concepts <u>Classroom Playlists*</u> - OH: K: RI: Craft and Structure: Parts of a Book	Parts of a Book
RI.K.6 When presented with a read-aloud, locate the author and illustrator and describe how each contributes to presenting facts and ideas in an informational 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. <u>Classroom Playlists*</u> OH: K: RL/RI: Craft and Structure: Author and Illustrator	Identifying the Author and Illustrator

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Informational Standards <i>continued</i>		
RI.K.7 When presented with a read-aloud, describe the information that titles, headings, and illustrations provide in informational text.	- Informational Books (See titles at end of document.) <u>Classroom Playlists*</u> - OH: K: RL/RI: Knowledge and Ideas: Illustration and Text	Relating Pictures and Text
RI.K.8 (Begins in grade 1)	Books: What Is a Cloud?	Supporting ideas with Reason
RI.K.9 With adult support, identify similarities and differences in information, illustrations, or features of two informational texts on the same topic.	- Books: Creepy Crawlers and Garden Visitors <u>Classroom Playlists*</u> - OH: K: RI: Knowledge and Ideas: Similarities and Differences in Two Texts	- Find the Similarity Between Two Texts - The Watermelon Seed
RI.K.10 With scaffolding provided, use background knowledge and draw on previous experiences to understand an informational text read aloud.	Informational Books (See titles at end of document.)	Group Reading Activities
Reading Foundations Standards		
RF.K.1 Demonstrate understanding of the organization and basic features of print: a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.	- Letters Make Words - Print Concepts <u>Classroom Playlists*</u> - OH: K: Foundational Skills: Print Concepts: Directionality - OH: K: Foundational Skills: Print Concepts: Letters Make Words - OH: K: Foundational Skills: Print Concepts: Spaces in Print	- Following Words - Recognizing Written Words - Understanding Spaces in Print

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards <i>continued</i>		
RF.K.2 Recognize and produce the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity: a. Recognize and produce rhyming words.	• Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me • One Doesn't Rhyme <u>Classroom Playlists*</u> • OH: K: Foundational Skills: Phonological Awareness: Rhyming Words	• Rhyming Words
b. Count, blend and segment up to three syllables in spoken words with automaticity.	• Syllable • Syllable Safari • Blend Spoken Syllables <u>Classroom Playlists*</u> • OH: K: Foundational Skills: Phonological Awareness: Segmenting Syllables • OH: K: Foundational Skills: Phonological Awareness: Blending Syllables	• Segmenting Syllables

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards <i>continued</i>		
c. Identify and segment onsets and rimes in single-syllable spoken words with automaticity.	• Blend Onset/Rime Sounds • Blending Riddles • Segment Onset/Rime <u>Classroom Playlists*</u> • OH: K: Foundational Skills: Phonological Awareness: Blend Onset and Rime • OH: K: Foundational Skills: Phonological Awareness: Segment Onset and Rime	• Single Syllable Letter Patterns
d. Isolate, identify, and articulate the initial, medial and final phoneme in words containing three phonemes with automaticity.	• Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Match Initial Sounds • Where Is the Sound? <u>Classroom Playlists*</u> • OH: K: Foundational Skills: Phonological Awareness: Initial Sound • OH: K: Foundational Skills: Phonological Awareness: Final Sound • OH: K: Foundational Skills: Phonological Awareness: Isolate Sounds	• Segmenting Words
e. Segment single-syllable words containing three and four phonemes into individual sounds with automaticity.	• Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Match Initial Sounds • Where Is the Sound?	

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards <i>continued</i>		
f. Blend three to four phonemes to make a one-syllable word with automaticity.	• ABC Songs • Blend Phonemes • Blend Every Sound (Phonemes) • Find the Picture • Blending Riddles	• Form Words by Blending Sounds
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words: a. Name the letters of the alphabet in order.	• ABC Songs • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter	• Upper and Lowercase Letters
b. Identify, name, and write all lowercase letters with automaticity.	• ABC Songs • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter • Letter Trace • Lowercase • Dots, Lines, and Circles <u>Classroom Playlists*</u> • OH: K: Foundational Skills: Print Concepts: Letter Recognition: Lowercase	• Upper and Lowercase Letters • Lowercase Letters Poster • Printing Upper and Lowercase

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards <i>continued</i>		
c. Identify, name, and write all uppercase letters with automaticity.	• ABC Songs • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter • Letter Trace • Capital • Dots, Lines, and Circles <u>Classroom Playlists*</u> • OH: K: Foundational Skills: Print Concepts: Letter Recognition: Uppercase	• Upper and Lowercase Letters • Capital Letters Poster • Printing upper and lowercase
d. When given a phoneme, identify, name, and write the corresponding grapheme • Short vowels • Consonants • Consonant digraphs	• Vowel Songs: Apples and Bananas; Old MacDonald Has Some Vowels; Consonants; 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? • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Word • Sound Song • Sound Room • Letter Sound • Name That Letter Sound • Identify Short and Long Vowel Sounds <u>Classroom Playlists*</u> • OH: K: Foundational Skills: Phonics: Long and Short Vowel Sounds	• Major Vowels • Write Consonants And Short-Vowels

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards <i>continued</i>		
e. Decode words aligned with phonics patterns in scope and sequence of adopted HQIM , such as: • a, e, i, o and u with short vowel sounds (CVC) • Long vowel sounds associated with single letters (open syllables in one-syllable words) • Consonant digraph sh, ch, th, Most common consonant sounds b, c, d, f, g, h, j, k, l, m, n, p, q(u), r, s, t, v, w, x, y, z • Welded/glued sounds (-ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk, - an, -am, -all) f. Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: • Phonetically regular words • Partially regular words • Irregular words	• Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Word • Sound Song • Sound Room • Letter Sound • Name That Letter Sound • Identify Short and Long Vowel Sounds <u>Classroom Playlists*</u> • OH: HFWs	• Write consonants and short-vowels
RF.K.4 Read aloud decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.	• Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books • Readable Books • Traditional Tales & Stories (See titles at end of document.) • Expression Instruction • Fluency Speed	• Reading Check • Word Recognition • Mr. Lucky Straw

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Foundations Standards		
WF.K.1 Print all lowercase and most uppercase graphemes (letter/letters) independently, accurately, and with automaticity. Demonstrate this through: a. Correct letter strokes; b. Correct letter formation; c. Accurate letter placement within words; d. Proper directionality (top to bottom, left to right); e. Appropriate line placement; and f. Appropriate pencil grip.	• Dots, Lines, and Circles • Letter Trace • Lowercase • Uppercase <u>Classroom Playlists*</u> • OH: K: Foundational Skills: Print Concepts: Letter Recognition: Lowercase • OH: K: Foundational Skills: Print Concepts: Letter Recognition: Uppercase	• Lowercase Letters Poster • Uppercase Letters Poster • Printing Upper and Lowercase • Pencil Grip
WF.K.2 When given a word of up to three phonemes, encode and print words independently and accurately.	• Early Readable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Word • Letter Trace • Lowercase • Uppercaase	
WF.K.3 Print a simple sentence independently and accurately using grade-appropriate orthographic patterns, rules and highfrequency words with: a. Correct capitalization (beginning word, proper nouns, the pronoun "I");	• Songs: What Is a sentence?; Capital Letters; Sentence Marks • Sentences • Sentence Marks • Edit Capitals	• Sentence Features
b. Appropriate spacing; and	• Sentences	• Understanding Spaces in Print
c. Correct ending punctuation (e.g., period, question mark, exclamation point).	• Songs: What Is a Sentence?; Sentence Marks • Sentence Marks <u>Classroom Playlists*</u> • OH: K: Language: Conventions: End Punctuation	• Punctuation

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Standards		
W.K.1 Use drawing, dictation, and/or writing to express an opinion about a given topic or book.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Writing with Opinions • Writing Web • Journal Page • The Writing Process
W.K.2 Use drawing, dictation, and/or writing to compose informative or explanatory pieces about a given topic.		• Writing with Facts • Writing Web • Journal Page • The Writing Process
W.K.3 Use drawing, dictation, and/or writing to narrate a single event or a sequence of events.	• Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Readable Books (See titles at end of document.)	• Writing Narratives • My Super Sticky Sandwich • Writing Web • Journal Page • The Writing Process • Describe the Story
W.K.4 (Begins in Grade 3)		
W.K.5 With adult support, respond to questions and suggestions, adding details to strengthen ideas in writing.	• Prewrite • First Draft	• Writing Narratives • The Writing Process
W.K.6 With adult support, explore a variety of tools to produce and publish writing, including in collaboration with peers.		• Writing Narratives • The Writing Process
W.K.7 With adult support, recall information from experiences or gather information from provided sources to answer a question.	• Build Knowledge • Sum Up: Five Ws • Sum Up: Remember Order • Recall Details	• Recalling information

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Standards <i>continued</i>		
W.K.8 With adult support, engage in collaborative research or writing projects that build language, vocabulary, and foundational writing skills around a given topic or theme.	• Build Knowledge	• The Writing Process • The Writing Web • Collaborative Writing
W.K.9 (Begins in Grade 4)		
W.K.10 (Begins in Grade 3)		
Speaking and Listening Standards		
SL.K.1 Participate in discussions about kindergarten topics in pairs, small groups, or whole-class settings, following agreed-upon rules: a. Listen to others and take turns speaking during discussions. b. Keep the conversation going through several exchanges. c. Stay focused by talking about the topic or text under discussion.		• Speaking and Listening • Conversation Building
SL.K.2 Answer questions about key details of a text, conversation, or other media to demonstrate understanding.	<u>Classroom Playlists*</u> • OH: K: RL: Key Ideas: Key Details in Text • OH: K: RI: Key Ideas: Key Details in Text	• Clarifying Information
SL.K.3 Ask questions to seek help, information, or clarification of a given topic or task.	• Science Investigation	• Clarifying Information • Gathering Additional information Through Questions • Who, What, Where, When and Why

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Speaking and Listening Standards <i>continued</i>		
SL.K.4 With adult support, expand oral descriptions of familiar people, places, things, and events by adding relevant details.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge	• Key Details
SL.K.5 Use pictures, objects, or visual tools to enhance ideas, thoughts, and feelings so others can understand them.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge	• Key Details • Describing Things • Expressing Ideas Through Pictures
SL.K.6 Produce basic thoughts, ideas, and feelings using kernel sentences with a subject and a verb.		• Speaking to Express Ideas
Language Standards		
L.K.1 Know and apply the conventions of formal American English grammar and usage when communicating. a. Use frequently occurring nouns and verbs.	• Songs: Nouns; Verbs • Nouns • Verbs <u>Classroom Playlists*</u> • OH: K: Language: Conventions: Nouns • OH: K: Language: Conventions: Verbs	
b. Communicate regular plural nouns by adding "s" or "es" (e.g., dog, dogs, wish, wishes).	• Songs: Nouns; More Than One • Nouns • Plural Nouns <u>Classroom Playlists*</u> • OH: K: Language: Conventions: Plural Nouns	

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
c. Understand and use interrogatives.	- Sum Up: Five Ws <u>Classroom Playlists*</u> - OH: K: Language: Conventions: Question Words	
d. Use the most frequently occurring prepositions.	- Songs: Preposition Cat <u>Classroom Playlists*</u> - OH: K: Language: Conventions: Prepositions	
e. Produce and expand kernel sentences in shared language activities.	- Songs: What Is a Sentence?; Sentence Marks - Sentences - Sentence Marks <u>Classroom Playlists*</u> - OH: K: Language: Conventions: Complete Sentences	- Complete Sentences - Mine
L.K.2 Recognize the conventions of formal American English capitalization and punctuation when communicating thoughts and ideas. a. Capitalize the first word in a sentence and the pronoun "I."	- Songs: What Is a Sentence? - Sentences <u>Classroom Playlists*</u> - OH: K: Language: Conventions: Capitalization	Capitalization
b. Name end punctuation.	- Songs: What Is a Sentence?; Sentence Marks - Sentence Marks <u>Classroom Playlists*</u> - OH: K: Language: Conventions: End Punctuation	Punctuation

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
L.K.3 (Begins in Grade 2)		
L.K.4 When presented with a read-aloud or engaging in discussion, determine the meaning of new and multiple-meaning words. a. Demonstrate understanding of new and multiple-meaning words or phrases by using them in sentences, acting them out, or drawing pictures.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	• Identify New Meanings for Words • Unknown Words • Using Words
b. Use the most frequently occurring inflections and affixes (e.g., -s, -es, -ed, -ing, re-, un-) as a clue to the meaning of an unknown word.	• Songs: More Than One; Put It At the Front; Put It At the End • Prefixes • Suffixes • Plural Nouns <u>Classroom Playlists*</u> • OH: K: Language: Vocabulary: Suffixes • OH: K: Language: Vocabulary: Prefixes	• Frequently Occurring Inflections and Affixes
L.K.5 Explore word relationships and nuances in word meanings. a. Categorize objects or pictures to understand how they relate to a common concept or topic (e.g., food, colors).	• Sort • Make Comparisons <u>Classroom Playlists*</u> • OH: K: Language: Vocabulary: Sort	• Common Object Sorting • My Super Sticky Sandwich

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
b. Demonstrate understanding of frequently occurring verbs and adjectives by matching them to their antonyms.	• Songs: Verbs; Antonym Ant • Books: Opposites • Opposites • Verbs • Adjectives <u>Classroom Playlists*</u> • OH: K: Language: Vocabulary: Opposites	• Antonyms for Verbs and Adjectives • My Super Sticky Sandwich
c. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		• Distinguish meaning among verb
L.K.6 Apply previously taught vocabulary in a given context by demonstrating connections between words and their use (e.g., note places at school that are colorful).	• Making Connections	• Identify Real-Life Connections

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
First Grade		
Reading Literature Standards		
RL.1.1 Ask and answer questions about key details in a literary text (e.g., story, drama, poem).	- Sum Up: Five Ws - Find an Answer <u>Classroom Playlists*</u> - OH: 1: RL: Key Ideas: Key Details	- Key Details - The Gingerbread Man
RL.1.2 Demonstrate understanding of literary texts by retelling stories with key details and explaining the central message or lesson.	- Sum Up: Remember Order - Sum Up: Five Ws - Find an Answer	- Key Details - The Gingerbread Man
RL.1.3 Describe characters, settings, and major events using key details, and tell how these elements contribute to the story.	- Describe Characters - Compare Characters - Sum Up: Remember Order - Sum Up: Five Ws <u>Classroom Playlists*</u> - OH: 1: RL: Key Ideas: Describe Characters	- Describe the Story 1 - Describe the Story 2 - Goldilocks and the Three Bears - Anansi and the Seven Yam Hills - The Little Red Hen - The Gingerbread Man
RL.1.4 Identify and explain words and phrases in literary texts that describe feelings or sensory experiences and discuss how they help the reader understand the story.		Feeling and Senses
RL.1.5 Explain the differences between literary and informational texts by identifying their purpose, structure, and key features.	- Traditional Tales & Stories - Informational Books (See titles at end of document.) <u>Classroom Playlists*</u> - OH: 1: RL: Craft and Structure: Text Difference	Information vs. Story

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Literature Standards <i>continued</i>		
RL.1.6 Identify who is telling the story at various points in a literary text and explain how the narrator or speaker affects the story.	• Books: The Sweater • The Sweater Intro • The Sweater Outro <u>Classroom Playlists*</u> • OH: 1: RL: Craft and Structure: Who Is Telling the Story	• Who Is Telling the Story? • Mr. Lucky Straw
RL.1.7 Use illustrations and key details to describe characters, settings, and major events and tell how the visuals support understanding of the story.	• Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order <u>Classroom Playlists*</u> • OH: 1: RL: Key Ideas: Describe Characters	• Describe the Story 1 • Describe the Story 2 • Goldilocks and the Three Bears • Anansi and the Seven Yam Hills • The Little Red Hen • The Gingerbread Man
RL.1.8 (Not applicable to literature)		
RL.1.9 Compare and contrast the adventures and experiences of characters in literary texts.	• Describe Characters • Compare Characters <u>Classroom Playlists*</u> • OH: 1: RL: Knowledge and Ideas: Compare and Contrast Experiences	• Character Experiences • The Little Red Hen • The Ugly Duckling
RL.1.10 With adult support, utilize background knowledge and draw on previous experiences to describe or compare details across gradeappropriate literary texts.	• Traditional Tales & Stories • Readable Books (See titles at end of document.) • Build Knowledge	

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Informational Standards		
RI.1.1 Ask and answer questions about key details in an informational text (e.g., historical, scientific, or technical text).	• Informational Books (See titles at end of document.) • Sum Up: Five Ws • Find an Answer	• Key Details Informational
RI.1.2 Retell facts and ideas from an informational text, including the main topic and key details.	• Informational Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws	• Identify the Main Topic • I Want to Be a Scientist Like Jane Goodall
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.	• Making Connections • Build Knowledge	• Connecting Ideas
RI.1.4 Ask and answer questions to determine the meaning of unknown or essential vocabulary words in an informational text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	• Mr. Lucky Straw
RI.1.5 Use text features (such as headings, table of contents, glossaries, and icons) to locate and understand key facts or information in an informational text.	• Informational Books (See titles at end of document.) • Reading Detective	• Locating Key Facts
RI.1.6 Distinguish between information provided by illustrations and information provided by words and explain how each contributes to understanding the topic.	• Informational Books (See titles at end of document.)	• Pulling Information from a Picture or Text • Animal Bodies • Mr. Lucky Straw

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Informational Standards <i>continued</i>		
RI.1.7 Use the illustrations and details in an informational text to describe and understand its key ideas.	Informational Books (See titles at end of document.)	- Pulling Information from a Picture or Text - Animal Bodies - Mr. Lucky Straw
RI.1.8 Identify the evidence an author gives in an informational text and tell how they support key ideas.	Informational Books (See titles at end of document.)	Identify Supporting Points
RI.1.9 Identify and describe basic similarities and differences in the information, illustrations, or procedures between two informational texts on the same topic.	Informational Books (See titles at end of document.)	Find the Similarity between Two Texts
RI.1.10 With scaffolding provided, use background knowledge and previous experiences to describe or compare details in grade appropriate informational texts.	Informational Books (See titles at end of document.)	- Informational Reading - Animal Bodies - I Want to Be a Scientist Like Jane Goodall

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards		
RF.1.1 Demonstrate understanding of the organization and basic features of a sentence: a. Recognize that a sentence begins with a capital letter.	- Songs: What Is a Sentence?; Capital Letters; - Sentences - Edit Capitals	Sentence Features
b. Recognize that a sentence ends with punctuation (period, question mark, or exclamation point).	- Songs: What Is a Sentence?; Sentence Marks - Sentences - Sentence Marks <u>Classroom Playlists*</u> - OH: 1: Foundational Skills: Print Concepts: Sentence Features	Sentence Features
c. Understand that words in a sentence are separated by spaces.	- Songs: What Is a Sentence? - Sentences	Understanding Spaces in Print
d. Follow words in a sentence from left to right.	- Sentences - Print Concepts	Follow Words
RF.1.2 Identify, produce, and manipulate the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity: a. 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 <u>Classroom Playlists*</u> - OH: 1: Foundational Skills: Phonological Awareness: Long and Short Vowel Sounds	Long vs Short Vowel Sounds

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards <i>continued</i>		
b. Blend and segment spoken words with up to five phonemes, including words with initial and final consonant blends.	• Song: Consonants Together • Blend Phonemes • Blend Onset/Rime Sounds • Blending • Blend Every Sound (Phonemes) • Blending Dragon • Blending Riddles • Word Blending • Find the Picture • Phoneme Segmentation <u>Classroom Playlists*</u> • OH: 1: Foundational Skills: Phonological Awareness: Blend Sounds	• Form Words by Blending Sounds • Segmenting Words
c. Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.	• Phoneme Eliminator • Letter Sounds Deletion • Initial Sound • Right Initial Sound • Where is the Sound? • Right Final Sound	

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards <i>continued</i>		
RF.1.3 a. Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: • CVC words with short vowel sounds (e.g., cat) • Open syllables in one-syllable words (e.g., go). • Consonant digraphs (e.g., chart) • Vowel-consonant- e (VCe)(e.g., same) • FLOSS rule (f, l, s, z doubling) (e.g., stuff) • Initial and final 2-consonant blends • Y as a consonant and a vowel • Multisyllabic words with open and closed syllables • Compound words • Common prefixes (e.g., undo, redo) • Common inflectional suffixes with single-syllable bases (e.g., helps, helped, helping)	• 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?; Sneaky Magic E; C and G; Key Words; More Than One; Put It at the End; Let's Compare; The Three Sounds of -ED • Blend Phonemes • Pattern Words • Spell and Blend • Sound Room • Key Word Match • Key Word Screening • Word Blending • Word Pattern • Decode Using the Six Syllable Types • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le) • Suffixes • Comparatives • Prefixes <u>Classroom Playlists*</u> • OH: 1: Foundational Skills: Phonics: Digraphs • OH: Decode and Spell Words: • OH: 1: Foundational Skills: Phonics: Vowel to Syllable • OH: 1: Foundational Skills: Phonics: Decode Two-Syllable Words • OH: 1: Foundational Skills: Phonics: Inflectional Endings	• Spelling-sound Correspondences • Single Syllable Letter Patterns • Relationship of vowel to syllable • Long Vowel Words Ending in E
b. Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: • Phonetically regular words • Partially regular words • Irregular words	• Word Mastery • Power Word • Automatic Word Recognition • Fast Word Fun <u>Classroom Playlists*</u> • OH: HFW	• Two Syllable Letter Patterns • Inflectional Endings • Irregularly Spelled Words

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards <i>continued</i>		
RF.1.4 Read connected texts aloud with sufficient fluency to support comprehension: a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.	• Reading Tutorial • Readable Books • Traditional Tales & Stories (See titles at end of document.) • Expression Instruction	• Reading Check
b. Orally read grade-level text with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from text, targeting 60 words correct per minute (wcpm) by the end of first grade.	• Readable Books • Traditional Tales & Stories (See titles at end of document.) • Expression Instruction • Fluency Speed	• Reading Check
c. Self-monitor word recognition and understanding, rereading as necessary.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	• Word Recognition • Mr. Lucky Straw
Writing Foundations Standards		
WF.1.1 Print all lowercase and uppercase graphemes (letter/letters) independently, accurately, and with automaticity. Demonstrate this through: a. Correct letter strokes; b. Correct letter formation; c. Accurate letter placement within words; d. Proper directionality (top to bottom, left to right); e. Correct line placement; and f. Appropriate pencil grip.	• Dots, Lines, and Circles • Letter Trace • Lowercase • Uppercase	• Lowercase Letters Poster • Uppercase Letters Poster • Printing Upper and Lowercase • Pencil Grip

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Foundations Standards <i>continued</i>		
WF.1.2 Encode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: • Short vowel • Long vowel in one-syllable words • Consonant digraphs • Consonant blends • Vowel-consonant-e (VCe) (e.g., same), pine) • FLOSS rule (f, l, s, z doubling) (e.g., stuff), jazz) • Common inflectional suffixes (e.g., helps, helped, helping)	• Spelling instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern • Word Pattern Spelling • Spell and Blend • Suffixes	• Simple Phonetic Spelling • Write Consonants and Short-Vowels • Spelling-Sound Correspondences • Learned Spelling Patterns
WF.1.3 Print a simple sentence independently and accurately using grade-appropriate orthographic patterns, rules and highfrequency words with: a. Use of appropriate capitalization (beginning word, proper nouns, the pronoun "I");	• Songs: What Is a sentence?; Capital Letters; • Sentences • Edit Capitals	• Sentence Features
b. Appropriate spacing; and;	• Sentences	• Understanding spaces in print
c. Correct ending punctuation (e.g., period, question mark, exclamation point).	• Songs: What Is a sentence?; Sentence Marks • Sentences • Sentence Marks	• Punctuation

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Standards		
W.1.1 Write opinion pieces with a clear topic, stated opinion, reasons, and closure.	• Prewrite • First Draft • Edit • Revise	• Writing with Opinions • Writing Web • The Writing Process • Be a Bold Writer!
W.1.2 Write informative/explanatory pieces with a clear topic, facts, and closure.	• Prewrite • First Draft • Edit • Revise	• Writing with Facts • Writing Web • Animal Bodies • The Writing Process • Be a Bold Writer!
W.1.3 Write a personal or fictional narrative with a clear topic, at least two events in order, details about what happened, temporal words to show sequence, and some sense of closure.	• Prewrite • First Draft • Edit • Revise	• Writing Narratives • Story Map • Writing Web • The Writing Process • Writing Topics • Be a Bold Writer!
W.1.4 (Begins in Grade 3)		
W.1.5 With adult support, respond to questions and suggestions and add details to strengthen ideas in writing by revising and editing.	• Revise • Edit	• The Writing Process • Editing
W.1.6 With adult support, explore a variety of tools to produce and publish writing, working both individually and in collaboration with peers.		• Collaborative Writing

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Standards <i>continued</i>		
W.1.7 With adult support, recall information from experiences or gather information from sources to provide a written response to a question.	• Making Connections • Build Knowledge	• Writing Narratives • Story Map • The Writing Process • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears
W.1.8 With adult support, engage in collaborative research or writing projects that build language, vocabulary, and foundational writing skills around a topic or theme by: a. Recalling information from experiences; and/or b. Gathering information from provided sources		• The Writing Process • Class Discussion • The Little Red Hen • The Gingerbread Man • Goldilocks and the Three Bears • Collaborative Writing • Ask Questions • Story Map
W.1.9 (Begins in Grade 4)		
W.1.10 (Begins in Grade 3)		

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Speaking and Listening Standards		
SL.1.1 Participate in discussions about first grade topics and texts in pairs, small groups, or whole-class settings: a. Follow agreed-upon rules for discussions, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion. b. Engage in conversation by responding to others' comments through multiple exchanges. c. Ask for clarification and further explanation as needed.		• Class Discussion • The Gingerbread Man • Conversation Building • Ask Questions
SL.1.2 Answer questions about the main topic and key details of a text read aloud or information presented in various media and other formats, requesting clarification if something is not understood.	• Sum Up: Five Ws <u>Classroom Playlists*</u> • OH: 1: Speaking and Listening: Comprehension: Ask and Answer Questions	• Ask Questions • Key Details • The Gingerbread Man
SL.1.3 Ask questions about what a speaker says to obtain more information or clarify points that are unclear.		• Ask Questions • Gathering Additional Information Through Questions • Animal Bodies
SL.1.4 Clearly describe people, places, things and events with relevant details.	<u>Classroom Playlists*</u> • OH: 1: Speaking and Listening: Presentation: Describing	• Use Relevant Details to Express Ideas and Feelings
SL.1.5 Create or use visual displays to clarify ideas, thoughts, and feelings.		• Expressing Ideas Through Pictures • Animal Bodies
SL.1.6 Produce complete sentences appropriate to a task or situation.	• Songs: What Is a Sentence?; Sentence Marks • Sentences <u>Classroom Playlists*</u> • OH: 1: Speaking and Listening: Presentation: Complete Sentences	

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards		
L.1.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. a. Use common, proper, and possessive nouns.	- Songs: Apostrophe Pig; Nouns - Nouns - Possessive Nouns <u>Classroom Playlists*</u> - OH: 1: Language: Conventions: Nouns - OH: 1: Language: Conventions: Possessive Nouns	Nouns
b. Use singular and plural nouns with matching verbs in basic sentences. (e.g., He hops; We hop).	- Songs: More Than One; Nouns; What Is a Sentence? - Nouns - Plural Nouns - Verbs <u>Classroom Playlists*</u> - OH: 1: Language: Conventions: Plural Nouns - OH: 1: Language: Conventions: Nouns	Singular and Plural Nouns
c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	- Songs: Pronouns - Pronouns <u>Classroom Playlists*</u> - OH: 1: Language: Conventions: Pronouns	Pronouns
d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday, I walked home; Today, I walk home; Tomorrow, I will walk home).	- Songs: It Happened Yesterday; Verbs - Verbs - Past Tense Verbs <u>Classroom Playlists*</u> - OH: 1: Language: Conventions: Verbs - OH: 1: Language: Conventions: Past Tense Verbs	Verbs

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
e. Use frequently occurring adjectives, prepositions, adverbs, conjunctions, and articles.	- Songs: Adjectives Describe - Adjectives <u>Classroom Playlists*</u> - OH: 1: Language: Conventions: Adjectives	- Adjectives - Conjunctions
f. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	- Songs: What Is a sentence?; Sentence Marks - Sentences - Sentence Marks	Simple and Compound Sentences
L.1.2 Recognize and/or apply the conventions of formal American English capitalization, punctuation, and spelling. a. Capitalize months, days, and names of people.	- Songs: Capital Letters (Proper Nouns)(Days) - Edit Capitals - Edit Calendar Capitals <u>Classroom Playlists*</u> - OH: 1: Language: Conventions: Capitalization	Capitalization
b. Use end punctuation for sentences.	- Songs: What Is a Sentence?; Sentence Marks - Sentences - Sentence Marks - Edit End Punctuation <u>Classroom Playlists*</u> - OH: 1: Language: Conventions: Punctuation	Punctuation
c. Use commas in dates and to separate single words in a series.	- Songs: Comma, Comma, Comma - Edit Commas <u>Classroom Playlists*</u> - OH: 1: Language: Conventions: Commas	Commas

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	• Songs: Double the Fun • Double the Fun • Word Pattern • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble <u>Classroom Playlists*</u> • OH: Decode and Spell Words • OH: Irregularly Spelled Words: • OH: 1: Language: Conventions Irregularly Spelled Words: Vowel Teams	• Spelling-sound Correspondences
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• Spelling Scramble • Spell and Blend • Say and Trace • Word Pattern Spelling • Build Syllable Words (CVC, Consonant+le; Vowel Team; r-Controlled) • Spell Using the Six Syllable Types <u>Classroom Playlists*</u> • OH: Decode and Spell Words • OH: 1: Language: Conventions: Spell Untaught Words	• Spell Untaught Words
L.1.3 (Begins in Grade 2)		

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
L.1.4 Ask and answer questions about unknown words and phrases in discussions or texts. a. Use information found within text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.	• Songs: Look for a Clue • Books: Animal Bodies • Rusty and Rosy's Clues • Readable Books (See titles at end of document.) <u>Classroom Playlists*</u> • OH: 1: Language: Vocabulary: Context	• Word Recognition • Mr. Lucky Straw
b. Use word parts (morphemes) to determine the meaning of unknown words, including common affixes and inflections like -s, -es, -ed, -ing, -er, and -est.	• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End • Prefixes • Suffixes <u>Classroom Playlists*</u> • OH: 1: Language: Vocabulary: Suffixes • OH: 1: Language: Vocabulary: Prefixes • OH: 1: Language: Vocabulary: Comparatives	• Cluing Off Frequently Occurring Affixes
c. Recognize possessives and plurals and utilize them to understand the meaning of the text.	• Songs: Large, Larger, Largest • Prefixes • Suffixes <u>Classroom Playlists*</u> • OH: 1: Language: Vocabulary: Suffixes • OH: 1: Language: Vocabulary: Prefixes • OH: 1: Language: Vocabulary: Comparatives	• Frequently Occurring Root Words

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
L.1.5 With adult support, demonstrate understanding of word relationships and nuances in word meanings. a. Categorize words to understand how groups of words relate to a common concept or topic (e.g., animals, clothing).	- Books: The Birds, the Beast, and the Bat - Sort <u>Classroom Playlists*</u> - OH: 1: Language: Vocabulary: Sort	Sorting Common Objects into Categories
b. Define words by category and by one or more important attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		Defining words
c. Identify real-life connections for words and how they are used (e.g., noticing cozy places at home).		Identify Real-life Connections
d. Distinguish shades of meaning among verbs that describe actions (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) by defining, selecting, or acting out their meanings.	- Songs: Synonym Tree; Adjectives Describe; Verbs - Synonyms - Adjectives - Verbs	Distinguish Meaning Among Verbs
L.1.6 Apply previously taught vocabulary in a given context by: a. Demonstrating connections between words and their use (e.g., note places at home that are cozy); and	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	Using Words
b. Using frequently occurring conjunctions to signal simple relationships (e.g., because).		Conjunctions

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Second Grade		
Reading Literature Standards		
RL.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details and clarify the meaning of a literary text (e.g., story, drama, poem).	• Read-Along Books (See titles at end of document.) • Describe Characters • Sum Up: Five Ws • Map the Story <u>Classroom Playlists*</u> • OH: 2: RL: Key Details	• Moral of the Story • The Snow Lion: A Chinese Tale • Who, What, Where, When, and Why • Defying Gravity: The Story of Mae Jemison • The Courage to Learn: The Story of Helen Keller
RL.2.2 Retell stories, including fables and folktales from diverse cultures, and explain the central message, lesson, or moral using key details.	• Sum Up: Remember Order • Map the Story <u>Classroom Playlists*</u> • OH: 2: RL: Key Ideas: Recount Stories	
RL.2.3 Describe how characters in a literary text respond to major events or challenges, using key details.		• How Characters are Affected by Story Events
RL.2.4 Describe how specific words and phrases contribute to rhythm, mood, or meaning in a literary text.	• Books: Bad News Shoes; I Hate Peas; Movin' to the Music Time; Poetry Book <u>Classroom Playlists*</u> • OH: 2: RL: Craft and Structure: Rhythm	• Rhythm • Poetry Book 1
RL.2.5 Describe the structure of a literary text, including how the beginning introduces the story, how events unfold, and how the ending concludes the action.	• Sum Up: Remember Order • Map the Story <u>Classroom Playlists*</u> • OH: 2: RL: Key Details	

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Literature Standards <i>continued</i>		
RL.2.6 Distinguish between the narrator's point of view and the characters' perspectives in a literary text, recognizing when the narrator is also a character in the story.	- Books: Why Wind and Water Fight; Three Billy Goats Gruff; Bad News Shoes; The Sweater - The Sweater Intro - The Sweater Outro <u>Classroom Playlists*</u> - OH: 2: RL: Craft and Structure: Point of View	Point of View
RL.2.7 Use illustrations and textual details in print or digital literary texts to describe characters, settings, and plot elements.	- Compare Characters - Map the Story <u>Classroom Playlists*</u> - OH: 2: RL: Key Details	- Understanding Characters, Setting, or Plot - The Snow Lion: A Chinese Tale
RL.2.8 (Not applicable to literature)		
RL.2.9 Compare and/or contrast two or more versions of the same story by different authors from different cultures, focusing on characters, settings, and central messages.		Compare and Contrast Narrative
RL.2.10 Read and comprehend grade-level literary text, with scaffolding as needed. Utilize prior knowledge and draw on previous experiences to support understanding and make meaningful comparisons across texts.	- Read-Along Books - Informational Books (See titles at end of document.)	Reading Check

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Informational Standards		
RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details and clarify meaning in an informational text (e.g., historical, scientific, or technical texts).	- Map the Story - Sum Up: Five Ws - Sum Up: Remember Order <u>Classroom Playlists*</u> - OH: 2: RI: Key Details	- Who, What, Where, When, and Why - Defying Gravity: The Story of Mae Jemison - The Courage to Learn: The Story of Helen Keller
RI.2.2 Identify the main topic of an informational text and explain how specific details support that topic.	Informational Books (See titles at end of document.)	- Identify the Main Topic - The Courage to Learn: The Story of Helen Keller - Defying Gravity: The Story of Mae Jemison - Taking Flight: The Story of Bessie Coleman
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures within an informational text.	- Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...; I Want to Be a Mathematician Like... - Build Knowledge	Connection Between Events
RI.2.4 Determine the meaning of words and phrases in an informational text using strategies such as context clues, word parts, and text features.	- Vocabulary <u>Classroom Playlists*</u> - OH: 2: Vocabulary	- Find the Meaning of a Word - Locating Key Facts
RI.2.5 Know and use various text features (such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to efficiently locate key facts and details in an informational text.	Reading Detective	Locating Key Facts

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Informational Standards <i>continued</i>		
RI.2.6 Identify the author's purpose in an informational text and explain how the text supports that purpose.	- Informational Books (See titles at end of document.) <u>Classroom Playlists*</u> - OH: 2: RI: Key Details	Identify the Main Purpose of a Text
RI.2.7 Explain how illustrations, diagrams, or other visuals contribute to understanding key ideas in an informational text.	Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book	Clarifying with Pictures
RI.2.8 Describe how the author uses evidence to support key ideas in an informational text.	Build Knowledge	Supporting Ideas with Reason
RI.2.9 Compare and/or contrast key ideas and supporting details in two informational texts on the same topic.	Books: Seeing Fingers and Louis Braille	- Compare and Contrast Informational - Taking Flight: The Story of Bessie Coleman
RI.2.10 With scaffolding provided as needed, read and comprehend grade level informational text.	Informational Books (See titles at end of document.)	- Reading Check - My Comprehension Checklist - Reading with Understanding

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards		
RF.2.3 a. Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: • Initial and final 2- to 3 consonant blends • Most common vowel teams with long-vowel sounds • Hard and soft c and g • Vowel-r combinations • Compound words • Multisyllabic words with closed syllables, open syllables, VCe, Vowel-r, and vowel teams • Words containing the -ild, -ost, - old, -olt, -ind pattern • Digraphs • Trigraphs • Silent letter combinations • Common prefixes (e.g., distract, input) • Common inflectional suffixes (e.g., wishes, wished, wishing) • Common derivational suffixes (e.g., neighborhood, teacher)	• Songs: Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse; Put It at the Front; Put It at the End; Let's Compare • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Readable Word Play • Word Recognition • Spell and Blend • Word Pattern • Make and Spell • All-Star Spelling • Spelling Scramble • Decode Open Syllable Words • Decode Open & Closed Syllable Words • Decode Using the Six Syllable Types • Prefixes • Suffixes • Comparatives <u>Classroom Playlists*</u> • OH: Decode and Spell Words • OH: 2: Foundational Skills: Phonics: Two-Syllable Words with Long Vowels • OH: 2: Foundational Skills: Phonics: Prefixes • OH: 2: Foundational Skills: Phonics: Suffixes	• Long vs Short Vowel Sounds • Spelling-sound Correspondences • Two-syllable Letter Patterns • Prefix and Suffix • Inconsistent Words • Irregularly Spelled Words • Power Word Practice Collection
b. Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: • Phonetically regular words • Partially regular words • Irregular words	• Spelling • Spelling Exploration • Power Word <u>Classroom Playlists*</u> • OH: Decode and Spell Words • OH: Irregularly Spelled Words	• Irregularly Spelled Words • Power Word Practice Collection

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Reading Foundations Standards continued		
RF.2.4 Read connected texts with sufficient fluency to support comprehension: a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.)	• Reading Check • Fluency Check
b. Orally read grade-level text with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from text, targeting 100 words correct per minute (wcpm) by the end of second grade.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Expression	• Reading Check • Fluency Check
c. Self-monitor word recognition and understanding, rereading as necessary.		• Word Recognition

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Foundations Standards		
WF.2.1 Write legibly in manuscript and/or cursive: a. Write all letters independently, in manuscript and/or cursive, with accuracy and fluency across words and sentences. b. Maintain consistent letter size, spacing, alignment, and automaticity of strokes.	• Letter Trace • Lowercase • Uppercase • Print Concepts	• Lowercase Letters Poster • Uppercase Letters Poster • Printing Upper and Lowercase • Pencil Grip
WF.2.2 a. Encode words aligned with scope and sequence of adopted HQIM, such as: • Grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel consonant-e, vowel teams, vowel-r, and consonant-le.	• Decode Using the Six Syllable Types • Decode Syllable Words (CVC; Open; Open & Closed; Consonant+le)	• Two-syllable Letter Patterns
b. Grade-appropriate high frequency words that are spelled using predictable, decodable phonemegrapheme correspondences, including those that contain only one irregularity.	• Spelling instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern • Word Pattern Spelling • Spell and Blend • Word Blending • Spelling Scramble • Power Word • Automatic Word Recognition • Fast Word Fun • <u>Classroom Playlists*</u> • OH: HFWs	

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Foundations Standards <i>continued</i>		
c. Encode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: • Two- and three-consonant blends, including those containing digraphs • Consonant digraphs, trigraphs, and silent-letter combinations • Y as a consonant and a vowel • Common vowel teams, including diphthongs • Hard and soft c and g • Contractions with am, is, has, not, have, would, and will, using apostrophes appropriately • Compound words • Words containing the -ild, -ost, - old, -olt, -ind patterns • Common prefixes (e.g., distract, input) • Common inflectional suffixes (wishes, wished, wishing) • Common derivational suffixes (e.g., neighborhood, teacher)	• Songs: Double the Fun; Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Word • Spelling instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern • Word Pattern Spelling • Spell and Blend • Word Blending • Compound Words • Spelling Scramble • Barnyard Bash • Prefixes • Suffixes • Comparative	• Prefix • Suffix
WF.2.3 Write complete sentences demonstrating knowledge of punctuation conventions. a. Utilize commas with words in a series in a sentence.	• Songs: Comma, Comma, Comma • Edit Commas <u>Classroom Playlists*</u> • OH: 2: Language: Conventions: Commas	

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Foundations Standards <i>continued</i>		
b. Use apostrophes to form contractions and possessives (e.g., contractions with am, is, has, not (I'm, she's, don't).	- Songs: Apostrophe Pig; Contraction Action - Contractions - Possessive Nouns <u>Classroom Playlists*</u> - OH: 2: Language: Conventions: Contractions	Apostrophes
c. Use punctuation to set off interjections.	- Songs: Quotation Marks - Contractions - Possessive Nouns - Expression Instructions - Edit End Punctuation - Sentence Marks	
d. Expand sentences using frequently occurring conjunctions (e.g., because, so, but).		- Conjunctions - Using Words
Writing Standards		
W.2.1 Write opinion pieces that include a clear topic, a stated opinion, reasons supported by evidence or examples, and a conclusion, using linking words and grade-level phonicsbased spelling.	- Prewrite - First Draft - Revise	- Writing with Opinions - I Met a Monster - The Writing Process - Linking Words - Paragraph Organizer

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Standards <i>continued</i>		
W.2.2 Write informative pieces that introduce a topic, use facts and definitions to explain ideas, and include a conclusion, using linking words and grade-level phonics-based spelling.	• Prewrite • First Draft • Revise	• Writing with Facts • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • The Writing Process • Paragraph Organizer
W.2.3 Write narratives that recount sequenced events with descriptive details, temporal words, and a clear conclusion, using linking words and grade-level phonics-based spelling.	• Prewrite • First Draft • Revise	• Writing Narratives • The Writing Process • Using Words • Paragraph Organizer
W.2.4 (Begins in Grade 3)		
W.2.5 With adult support, revise and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.	• Prewrite • First Draft • Revise • Edit	
W.2.6 With adult support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		• Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison
W.2.7 With adult support, recall information from personal experiences or gather information from provided sources to answer a specific question in writing.	• Informational Books (See titles at end of document.) • Build Knowledge	• Collaborative Writing • Recalling Information • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Writing Standards <i>continued</i>		
W.2.8 With adult support, engage in shared and independent research projects by reading multiple texts on a topic, recording observations, and composing short reports using grade-level vocabulary and sentence structure.	• Informational Books (See titles at end of document.) • Build Knowledge	• Collaborative Writing • Writing Web • Recalling Information • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison • Good Trouble: The Story of John Lewis
W.2.9 (Begins in Grade 4)		
W.2.10 (Begins in Grade 3)		
Speaking and Listening Standards		
SL.2.1 Participate in discussions about second grade topics and texts in pairs, small groups, or whole-class settings: a. Follow agreed-upon rules for discussions, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion.		• Class Discussion • Eyes on the Goal: The Story of Abby Wambach
b. Engage in conversation by responding to others' comments across multiple exchanges and contributing ideas that further develop the discussion.		• Conversation Building
c. Ask for clarification and further explanation as needed.		• Ask Questions

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Speaking and Listening Standards <i>continued</i>		
SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge <u>Classroom Playlists*</u> • OH: 2: RL: Key Ideas: Recount Stories	• Key Details • The Courage to Learn: The Story of Helen Keller • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman
SL.2.3 Ask questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		• Gathering Additional Information Through Questions
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		• Storytelling • Good Trouble: The Story of John Lewis • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		• Creating Stories • Good Trouble: The Story of John Lewis • Taking Flight: The Story of Bessie Coleman • In the Lights: The Story of Lin-Manuel Miranda • Defying Gravity: The Story of Mae Jemison

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Speaking and Listening Standards <i>continued</i>		
SL.2.6 Use complete sentences, when appropriate to the task or situation, to provide requested details or clarification.	- Songs: What Is a Sentence?; Sentence Marks - Plural Nouns - Irregular Plurals - Irregular Verbs - Adverbs - Adjectives - Contractions <u>Classroom Playlists*</u> - OH: 2: Speaking and Listening: Knowledge and Ideas: Complete Sentences	Forming Complete Sentences
Language Standards		
L.2.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. a. Use collective nouns (e.g., group).	- Irregular Plurals <u>Classroom Playlists*</u> - OH: 2: Language: Conventions: Plural Nouns	
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	- Songs: Strange Spelling - Books: Moose Are Not Meese - Irregular Plurals - Plural Nouns <u>Classroom Playlists*</u> - OH: 2: Language: Conventions: Irregular Plural Nouns	Irregular Plural Nouns
c. Use reflexive pronouns (e.g., myself, ourselves).		Reflexive Pronouns
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	- Songs: Irregular Verbs - Irregular Verbs <u>Classroom Playlists*</u> - OH: 2: Language: Conventions: Past Tense Irregular Verbs	Past Tense Irregular Verbs

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
e. Use adjectives and adverbs.	- Songs: Adverbs; Adjectives Describe - Adverbs - Adjectives - Revise: Add Details; Use Interesting Words <u>Classroom Playlists*</u> - OH: 2: Language: Conventions: Adjectives - OH: 2: Language: Conventions: Adverbs	Adjectives vs. Adverbs
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	- Revise <u>Classroom Playlists*</u> - OH: 2: Language: Conventions: Complete Sentences	Simple and Compound Sentences
L.2.2 Recognize and apply the conventions of formal American English capitalization, punctuation, and spelling. a. Capitalize holidays, product names, and geographic names.	- Songs: Capital Letters - Edit Capitals <u>Classroom Playlists*</u> - OH: 2: Language: Conventions: Capitalization	Capitalization
b. Use commas to separate items in a series and to format dates, addresses, greetings, and closings of letters.	- Songs: Comma, Comma, Comma - Edit Commas <u>Classroom Playlists*</u> - OH: 2: Language: Conventions: Commas	

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
c. Generalize learned spelling patterns when writing words.	• Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters • Power Word • Word Work • Spell and Blend • Spelling Instruction • Spelling Exploration • Make and Spell • All-Star Spelling • Word Pattern Spelling • Editing: Check Spelling; Check Tricky Spellings <u>Classroom Playlists*</u> • OH: Decode and Spell Words	• Learned Spelling Patterns
d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• Reading Detective	• Consulting Reference Materials
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Recognize formal and informal uses of English.	Waterford provides opportunities to recognize and use the conventions of formal and informal English grammar and usage for writing, speaking, reading, or listening.	• Uses of English
b. Compare formal and informal uses of English.	Waterford provides online books and activities for opportunities to compare formal and informal English use.	• Uses of English

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
L.2.4 Use word analysis skills to break down and build grade-appropriate words to understand their meaning. a. Utilize context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	- Vocab Comprehension Sentences <u>Classroom Playlists*</u> - OH: 2: Vocabulary	
b. Determine the meaning of a new word when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	- Songs: Put It at the Front; Key Words - Prefixes <u>Classroom Playlists*</u> - OH: 2: Language: Vocabulary: Prefixes	Adding Prefixes to Known Words
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	- Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words - Comparatives - Prefixes - Suffixes - Morphology <u>Classroom Playlists*</u> - OH: 2: Language: Vocabulary: Prefixes - OH: 2: Language: Vocabulary: Suffixes - OH: 2: Language: Vocabulary: Comparatives	Using the Root Word to Determine Meaning

Ohio Learning Standards	Waterford Digital Activities	Waterford Resources
Language Standards <i>continued</i>		
d. Recognize common base words (e.g., look) and inflectional endings used to form and understand new words (e.g., looks, looked, looking).	• Morphology • Prefixes • Suffixes <u>Classroom Playlists*</u> • OH: 2: Language: Vocabulary: Prefixes • OH: 2: Language: Vocabulary: Suffixes	
e. Use knowledge of the meaning of base words to understand the meaning of compound words (e.g., birdhouse, lighthouse, bookshelf, notebook).	• Songs: Compound Words; Key Words • Compound Words <u>Classroom Playlists*</u> • OH: 2: Language: Vocabulary: Compound Words	• Combining Known Individual Words
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	• Songs: Adjectives Describe • Adjectives • Vocabulary <u>Classroom Playlists*</u> • OH: 2: Vocabulary	• Identify Real-life Connections
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	• Songs: Synonym Tree • Synonyms	• Closely Related Verbs
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	• Using Words

Pre-Reading

Sing a Rhyme Songs & Books

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

Informational Books

Opposites / Pairs / Watch the Woolly Worm

Read With Me Books

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

Early Readable Books

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

Basic Reading

Traditional Tales & Stories

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

Informational Books

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

Readable Books

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

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

Fluent Reading

Read-Along Books

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

Informational Books

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

Readable Books

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

Readable Story Sentences

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



Support

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

Research-Driven Development

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

All Waterford books and many of the resources available to families at →family.waterford.org can be found in Spanish or with Spanish support.

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

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

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

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

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

Phonological Awareness Letters

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



Waterford Family

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