



Alignment

August 2026

100%
Aligned

**Waterford
Early Learning**

**New York State Next
Generation
English Language
Arts
Learning Standards
2017**

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

This document provides a detailed alignment of **Waterford Early Learning** to **New York State Next Generation English Language Arts Learning Standards 2017**.

Alignment Description

This document aligns New York State Next Generation English Language Arts Learning Standards 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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Kindergarten Reading Standards		
Literary and Informational Text KR		
Key Ideas and Details		
KRI: Develop and answer questions about a text. (RI&RL)	• Describe Characters • Find an Answer • Sum Up: Five Ws • Look at Details	• Key Details Narrative • Key Details Information • Identify Main Topic
KR2: Retell stories or share key details from a text. (RI&RL)	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next?	• Story Retelling • My Super Sticky Sandwich • The Watermelon Seed
KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Look at Details • Sum Up: Five Ws	• Identify Story Elements • Key Details Narrative

New York Standards	Waterford Digital Resources	Waterford Resources
Craft and Structure		
KR4: Identify specific words that express feelings and senses. (RI&RL)	• Songs: Five Senses • Books: Ooey, Gooley, Mud; I Hate Peas; I wish I Had Ears Like a Bat; Fawn Eyes; Poetry Book 1, Poetry Book 2 • Traditional Tales and Stories • Informational Books (See titles at end of document.)	• Feelings and Senses
KR5: Identify literary and Informational texts. (RI&RL)	• Math Books • Science Books • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books • Early Readable Books (See titles at end of document.)	• Types of Text
KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)	• Read with Me Books • Early Readable Books (See titles at end of document.) • Print Concepts	• Author and Illustrator
Integration of Knowledge and Ideas		
KR7: Describe the relationship between illustrations and the text. (RI&RL)	• Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story	• Relationship Between Picture and Story
KR8: Identify specific information to support ideas in a text. (RI&RL)	• Books: What Is a Cloud?	• Supporting Ideas with Reason

New York Standards	Waterford Digital Resources	Waterford Resources
Integration of Knowledge and Ideas <i>continued</i>		
KR9: Make connections between self, text, and the world. (RI&RL)	• Readable Books (See titles at end of document.) • Making Connections • Build Knowledge • Step into the Story	
Kindergarten Reading Standards: Foundational Skills KRF		
Print Concepts		
KRF1: Demonstrate understanding of the organization and basic features of print.		
KRF1a: Follow words from left to right, top to bottom, and page by page.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Early Readable Books (See titles at end of document.) • Print Concepts • Print Directionality	• Follow Words
KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.	• Letters Make Words • Picture Story • Look, Listen, and Match	• Recognizing Written Words
KRF1c: Understand that words are separated by spaces in print.	• Print Concepts • Look, Listen, and Match	• Understanding Spaces in Print

New York Standards	Waterford Digital Resources	Waterford Resources
KRF1: Demonstrate understanding of the organization and basic features of print <i>continued</i>.		
KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.	• ABC Songs • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • Name Game	• Upper and Lowercase Letters
KRF1e: Identify the front cover, back cover, and title page of a book.	• Print Concepts	• Parts of a Book
Phonological Awareness		
KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
KRF2a: Recognize and produce spoken rhyming words.	• Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words	• Rhyming Words
KRF2b: Blend and segment syllables in spoken words.	• Syllable • Syllable Safari • Syllable Deletion With Compound Words	• Segmenting Syllables

New York Standards	Waterford Digital Resources	Waterford Resources
KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>continued</i>.		
KRF2c: Blend and segment onsets and rimes of spoken words.	• Blend Onset/Rime Sounds • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Every Sound (Phonemes) • Blend individual Phonemes • Find the Picture	• Single Syllable Letter Patterns
KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.	• Initial Sounds • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? • Stick 'n' Spell	• Segmenting Words
KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.	• Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound	
Phonics and Word Recognition		
KRF3: Know and apply grade-level phonics and word analysis skills in decoding words.		
KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.	• Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound?	

New York Standards	Waterford Digital Resources	Waterford Resources
KRF3: Know and apply grade-level phonics and word analysis skills in decoding words <i>continued</i>.		
KRF3b: Decode short vowel sounds with common spellings.	• Early Readable Books (See titles at end of document) • Songs: Apples and Bananas; Old MacDonald Has Some Vowels • Sound Song • Sound Room • Letter Sound • Name That Letter Sound • Choose a Sound	• Major Vowels
KRF3c: Decode some regularly spelled one-syllable words.	• Songs: Consonants Together; Sneaky Magic E; C and G; Key Words • Early Readable Books (See titles at end of document.) • Fast Word Fun • Letter Sound • Name That Sound • Watch Me Read • Key Word Match • Pattern Hunt • Spell and Blend • Word Construction • Word Pattern Spelling • Say and Trace	• Single Syllable Letter Patterns
KRF3d: Read common high-frequency words by sight.	• Early Readable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Power Word	

New York Standards	Waterford Digital Resources	Waterford Resources
Fluency		
KRF4: Will engage with emergent level texts and read-alouds to demonstrate comprehension.	• Read with Me Books • Sing a Rhyme Songs/Books • Early Readable Books • Informational Books (See titles at end of document.)	• Group Reading Activities
Kindergarten Writing Standards KW		
Text Types and Purposes		
KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.	• Dots, Lines, and Circles • Letter Trace	• Writing with Opinions • Writing Web • Journal Page
KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	• Dots, Lines, and Circles • Letter Trace	• Writing with Facts • Writing Web
KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.	• Dots, Lines, and Circles • Letter Trace	• Writing Narratives • Writing Web
KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem)	• Books: Poetry 1; Poetry 2 • Dots, Lines, and Circles • Letter Trace	
W5: Begins in Grade 4		

New York Standards	Waterford Digital Resources	Waterford Resources
Research to Present Knowledge		
KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	• Build Knowledge	• Collaborative Writing
KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).	• Making Connections • Step into the Story • Find an Answer • Build Knowledge	• Recalling information
Kindergarten Speaking and Listening Standards KSL		
Comprehension and Collaboration		
KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.		
KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Speaking and Listening • Class Discussion
KSL1b: Participate in conversations through multiple exchanges.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Conversation Building
KSL1c: Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
KSL2: Participate in a conversation about features of diverse texts and formats	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Clarifying information
KSL3: Develop and answer questions to clarify what the speaker says.	• Describe Characters • Find an Answer • Sum Up: Five Ws • Look at Details • Science investigation	• Clarifying information

New York Standards	Waterford Digital Resources	Waterford Resources
Presentation of Knowledge and Ideas		
KSL4: Describe familiar people, places, things, and events with detail.	• Look At Details • Describe Characters	• Describing Things
KSL5: Create and/or utilize existing visual displays to support descriptions.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Expressing Ideas Through Pictures
KSL6: Express thoughts, feelings, and ideas.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Speaking To Express Ideas
Kindergarten Language Standards KL		
Knowledge of Language		
L3: Begins in Grade 2		
Vocabulary Acquisition and Use		
KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:		
KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	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
KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.	• Songs: More Than One • Plural Nouns	• Frequently Occurring inflections and Affixes

New York Standards	Waterford Digital Resources	Waterford Resources
KL5: Explore and discuss word relationships and word meanings.		
KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	• Sort • Make Comparisons • Look at Details	• Common Object Sorting
KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	• Songs: Verbs • Books: Opposites • Opposites • Verbs	• Antonyms For Verbs and Adjectives
KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts	• Identify Real-Life Connections
KL5d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.	• Songs: Verbs • Verbs	• Distinguish Meaning Among Verbs
KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Activities provide opportunities for students to read, be read to, respond to texts, and to use words and phrases acquired through conversation.	

New York Standards	Waterford Digital Resources	Waterford Resources
1st Grade Reading Standards		
Literary and Informational Text 1R		
Key Ideas and Details		
1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)	• Traditional Tales and Stories • Informational Books (See titles at end of document.) • Recall Details • Ask a Question • Sum Up: Five Ws	• Key Details Narrative • Key Details Informational
1R2: Identify a main topic or central idea in a text and retell important details. (RI&RL)	• Informational Books • Traditional Tales and Stories (See titles at end of document.) • Recall Details	• Identifying The Main Topic
1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)	• Traditional Tales and Stories • Informational Books (See titles at end of document.) • Describe Characters • Compare Characters • Sum Up: Remember Order • Sum Up: Five Ws	• Describe The Story

New York Standards	Waterford Digital Resources	Waterford Resources
Craft and Structure		
1R4: Identify specific words that express feelings and senses. (RI&RL)	• Songs: Five Senses • Books: Poetry Book 1, Poetry Book 2 • Traditional Tales and Stories • Informational Books (See titles at end of document.)	• Feelings and Senses
1R5: Identify a variety of genres and explain major differences between literary texts and Informational texts. (RI&RL)	• Songs: Five Senses • Traditional Tales and Stories • Informational Books (See titles at end of document.)	• information Vs Stories
1R6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)	• Picture Clues • Words Tell About the Pictures • Picture Story • Peek at the Story	• Pulling information From A Picture Or Text

New York Standards	Waterford Digital Resources	Waterford Resources
Integration of Knowledge and Ideas		
1R7: Use illustrations and details in literary and Informational texts to discuss story elements and/or topics. (RI&RL)	• Traditional Tales and Stories • Informational Books (See titles at end of document.) • Reading Detective (Build Vocabulary) • Describe Characters • Recall Details • Sum Up: Five Ws • Sum Up: Remember Order • Peek at the Story	• Finding Key information
1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)	• Traditional Tales and Stories • Informational Books (See titles at end of document.) • Describe Characters • Recall Details • Sum Up: Five Ws • Sum Up: Remember Order	• Identifying Supporting Points
1R9: Make connections between self and text (texts and other people/ world). (RI&RL)	• Traditional Tales and Stories • Informational Books (See titles at end of document.) • Making Connections • Build Knowledge • Step into the Story • Readable Books	

New York Standards	Waterford Digital Resources	Waterford Resources
1st Grade Reading Standards: Foundational Skills 1RF		
Print Concepts		
1RF1: Demonstrate understanding of the organization and basic features of print.		
1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	• Songs: What Is a Sentence?; Capital Letters; Sentence Marks • Sentences • Sentence Marks • Edit Capitals	• Sentence Features
Phonological Awareness		
1RF2a: Count, blend and segment single syllable words that include consonant blends.		
1RF2a: Count, blend and segment single syllable words that include consonant blends.	• 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	• Segmenting Words • Form Words By Blending Sounds
1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.	• Circus Clown Climbers • One, Two, Three Sounds • Barnyard Bash • Change One Sound	

New York Standards	Waterford Digital Resources	Waterford Resources
1RF2a: Count, blend and segment single syllable words that include consonant blends <i>continued</i>.		
1RF2c: Manipulate individual sounds (phonemes) in single -syllable spoken words.	• Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Letter Sound • Say and Trace • Sound Room • Where Is the Sound? • Phoneme Segmentation	• Segmenting Words
Phonics and Word Recognition		
1RF3: Know and apply phonics and word analysis skills in decoding words.		
1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).	• Songs: Consonants Together; C-K Rap, P-H and G-H Say Fff; Sheep in the Shadows; Lazy Letter Q; T-H Has Two Sounds; Charley Chick; Where is a Whale? • Fast Word Fun • Sound Room • Pattern Hunt • Spell and Blend • Name That Sound • Word Pattern Spelling • Letter Sound Screening • Word Blending • Say and Trace	• Spelling-Sound Correspondences

New York Standards	Waterford Digital Resources	Waterford Resources
1RF3: Know and apply phonics and word analysis skills in decoding words <i>continued</i>.		
1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).	• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side • Key Word Match • Word Construction • Word Pattern • Pattern Hunt • Word Blending	• Long Vowel Words Ending in E
1RF3c: Decode regularly spelled one-syllable words.	• Songs: Consonants Together; Sneaky Magic E; C and G; Key Words • Fast Word Fun • Letter Sound • Name That Sound • Watch Me Read • Key Word Match • Pattern Hunt • Spell and Blend • Word Construction • Word Pattern Spelling • Say and Trace	• Single Syllable Letter Patterns
1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.	• Syllables • Syllable Safari	• Relationship of Vowel to Syllable
1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.	• Songs: Compound Words • Compound Words • Syllables • Syllable Safari • Syllable Deletion With Compound Words	• Two-Syllable Letter Patterns

New York Standards	Waterford Digital Resources	Waterford Resources
1RF3: Know and apply phonics and word analysis skills in decoding words <i>continued</i>.		
1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).	• Songs: Double the Fun; More Than One; Put It at the End; Let's Compare; Tricky Y to I • The Three Sounds of -ED • Suffixes • Comparatives • Change Y to I	• Frequently Occurring Root Words
1RF3g: Read most common high-frequency words by sight.	• Readable Books • Traditional Tales and Stories (See titles at end of document.) • Fast Word Fun • Power Word • Spelling Scramble	• Irregularly Spelled Words
Fluency		
1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.		
1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.	• Readable Books • Traditional Tales and Stories (See titles at end of document.) • Expression instruction • Fluency Speed	• Reading Check
1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Rusty and Rosy's Clues • Mystery Words • Watch Me Read	• Word Recognition

New York Standards	Waterford Digital Resources	Waterford Resources
1st Grade Writing Standards 1W		
Text Types and Purposes		
1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.	• Prewrite • First Draft	• Writing with Opinions • Opinion Writing • The Writing Process • Writing Web
1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.	• Prewrite • First Draft	• Writing with Facts • The Writing Process • Writing Web
1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.	• Prewrite • First Draft	• Writing Narratives • The Writing Process
1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).	• Poetry Book	• Stories and Poetry • Writing Poems
W5: Begins in Grade 4		
Research to Build and Present Knowledge		
1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	• Build Knowledge	• Collaborative Writing • Ask Questions • Gathering Additional Information Through Questions
1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.	• Build Knowledge • Sum Up: Five Ws • Sum Up: Remember Order • Recall Details	• Recalling Information

New York Standards	Waterford Digital Resources	Waterford Resources
1st Grade Speaking and Listening Standards 1SL		
Comprehension and Collaboration		
1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).		
1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Class Discussion
1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Conversation Building
1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.	• Ask a Question • Recall Details	• Ask Questions
1SL1d: Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
1SL2: Develop and answer questions about key details in diverse texts and formats.	• Ask a Question • Recall Details • Sum Up: Five Ws	• Key Details
1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.	• Ask a Question • Recall Details • Sum Up: Five Ws	• Gathering Additional Information Through Questions

New York Standards	Waterford Digital Resources	Waterford Resources
Presentation of Knowledge and Ideas		
1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.	• Look at Details • Adjectives	• Use Relevant Details to Express Ideas and Feelings
1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Creating Stories
1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.	• Songs: What Is a Sentence?	• Sentence Production
1st Grade Language Standards 1L		
Knowledge of Language		
L3: Begins in Grade 2		
Vocabulary Acquisition and Use		
1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.		
1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	• Books: Animal Bodies • Readable Books (See titles at end of document.) • Picture Clues • Word Patterns • Pattern Hunt	• Identify Meaning of Words and Phrases • Sentence-Level Context

New York Standards	Waterford Digital Resources	Waterford Resources
1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies <i>continued</i>.		
1L4b: Use frequently occurring affixes as a clue to the meaning of a word.	- Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End - Double the Fun - Prefixes - Suffixes	Clues of Frequently Occurring Affixes
1L4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	- Songs: Tricky Y to I - Change Y to I	Frequently Occurring Root Words
1L5: Demonstrate understanding of word relationships and nuances in word meanings.		
1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	- Books: The Birds, the Beast, and the Bat - Sort	Sorting Common Objects into Categories
1L5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	Readable (See titles at end of document.)	Defining Words
1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).	- Making Connections - Readable (See titles at end of document.)	Identify Real-Life Connections
1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	- Songs: Synonym Tree; Adjectives Describe; Verbs - Synonyms - Adjectives - Verbs	Distinguish Meaning Among Verbs

New York Standards	Waterford Digital Resources	Waterford Resources
1L5: Demonstrate understanding of word relationships and nuances in word meanings <i>continued</i>.		
1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	• Readable Books • Informational Books • Traditional Tales and Stories (See titles at end of document.)	
2nd Grade Reading Standards		
Literary and Informational Text 2R		
Key Ideas and Details		
2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)	• Informational Books (See titles at end of document.) • Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Compare Characters • Map the Story • Reading Detective	• Who, What, Where, When, and Why
2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)	• Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • Map the Story	• Identify the Main Topic • Moral of the Story

New York Standards	Waterford Digital Resources	Waterford Resources
Key Ideas and Details <i>continued</i>		
2R3: in literary texts, describe how characters respond to major events and challenges. (RL) in Informational texts, describe the connections between ideas, concepts, or a series of events. (RI)	• Informational Books • Read-Along Books (See titles at end of document.) • Describe Characters • Compare Characters: Why Wind and Water Fight • Map the Story • Sum Up: Remember Order • Sum Up: Five Ws • Build Knowledge	• How Characters Are Affected by Story Events • Connection Between Events
Craft and Structure		
2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)	• Books: Poetry Book 1; Poetry Book 2; Bad News Shoes; I Hate Peas; Movin' to the Music; Water • Expression: Phrases	• Rhythm
2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)	• Songs: Reading Detective (Map the Story) • Sum Up: Remember Order • Map the Story	
2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)	• Read-Along Books (See titles at end of document.) • Compare Characters • Map the Story • Sum Up: Remember Order • Peek at the Story • Check My Prediction	• Locating Key Facts

New York Standards	Waterford Digital Resources	Waterford Resources
Integration of Knowledge and Ideas		
2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)	• Read-Along Books (See titles at end of document.) • Compare Characters • Map the Story • Sum Up: Remember Order • Peek at the Story • Check My Prediction	• Understanding Characters, Setting, or Plot • Clarifying with Pictures
2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL)	• Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book	• Supporting Ideas with Reason
2R9: Make connections between self and text (texts and other people/ world). (RI&RL)	• Build Knowledge • Making Connections	
2nd Grade Reading Standards: Foundational Skills 2RF		
Print Concepts		
RF1: There is not a grade 2 standard for this concept. Please see preceding grades for more information.		
Phonological Awareness		
RF2: There is not a grade 2 standard for this concept. Please see preceding grades for more information.		

New York Standards	Waterford Digital Resources	Waterford Resources
Phonics and Word Recognition		
2RF3: Know and apply phonics and word analysis skills in decoding words.		
2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Word Play • Spelling Exploration • Word Recognition	• Long vs. Short Vowel Sounds
2RF3b: Decode short and long vowel sounds in two-syllable words.	• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse • Readable Books • Read-Along Books (See titles at end of document.) • Readable Word Play • Word Recognition • Power Word • Automatic Word Recognition	• Two-Syllable Letter Patterns • Long vs. Short Vowel Sounds
2RF3c: Decode regularly spelled two-syllable words.	• Readable Books • Read-Along Books (See titles at end of document.) • Word Recognition • Automatic Word Recognition • Power Word	• Two-Syllable Letter Patterns
2RF3d: Recognize and identify root words and common suffixes and prefixes.	• Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun • Prefixes • Suffixes • Comparatives • Change Y to I	• Prefix and Suffix

New York Standards	Waterford Digital Resources	Waterford Resources
2RF3: Know and apply phonics and word analysis skills in decoding words <i>continued</i>.		
2RF3e: Read all common high-frequency words by sight.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Word Recognition • Power Word	
Fluency		
2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.		
2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Expression: Phrases; Quotations; Questions; Pauses; Exclamations	• Fluency Check
2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Mystery Words	• Using the Root Word to Determine Meaning

New York Standards	Waterford Digital Resources	Waterford Resources
2nd Grade Writing Standards 2W		
Text Types and Purposes		
2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. PLEASE NOTE: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student's opinion could be "I like cupcakes." A student's claim could be "Cupcakes are the best snack." A student's argument could be "Cupcakes are the best snack because..." with supporting reasons and evidence.	• Writing Introduction • Prewrite • First Draft • Revise • Edit	• Writing with Opinions • The Writing Process
2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.	• Writing Introduction • Prewrite • First Draft • Revise • Edit	• Writing with Facts • The Writing Process • Edit
2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.	• Writing Introduction • Prewrite • First Draft • Revise • Edit	• Writing Narratives • The Writing Process • Edit

New York Standards	Waterford Digital Resources	Waterford Resources
Text Types and Purposes <i>continued</i>		
2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).	• Writing Introduction • Prewrite • First Draft • Revise • Edit	
W5: Begins in Grade 4		
2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	• Build Knowledge	• Collaborative Writing
2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.	• Informational Books (See titles at end of document.) • Build Knowledge • Step into the Story	• Recalling information
2nd Grade Speaking and Listening Standards 2SL		
Comprehension and Collaboration		
2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.		
2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Class Discussion
2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Conversation Building

New York Standards	Waterford Digital Resources	Waterford Resources
2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play <i>continued</i>.		
2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.		• Ask Questions
2SL1d: Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
2SL2: Recount or describe key ideas or details of diverse texts and formats.	• Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Build Knowledge	• Key Details
2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).		• Gathering Additional information Through Questions • Who, What, Where, When and Why
Presentation of Knowledge and Ideas		
2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	• Story Telling
2SL5: include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.	• Poetry Book 1 • Prewrite • First Draft • Revise	• Stories and Poetry

New York Standards	Waterford Digital Resources	Waterford Resources
Presentation of Knowledge and Ideas <i>continued</i>		
2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	- Forming Complete Sentences - Using Words - Word Builders
2nd Grade Language Standards 2L		
Knowledge of Language		
2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
2L3a: Compare academic and conversational uses of English.	Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.	Uses of English
Vocabulary Acquisition and Use		
2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.		
2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	- Build Vocabulary - Vocabulary	Sentence-Level Context
2L4b: Determine the meaning of the new word formed 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	Adding Prefixes to Known Words
2L4c: 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	Using the Root Word to Determine Meaning

New York Standards	Waterford Digital Resources	Waterford Resources
2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies <i>continued</i>.		
2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	- Songs: Compound Words; Key Words - Compound Words	
2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	Reading Detective	Using Glossaries and Dictionaries
2L5: Demonstrate understanding of word relationships and nuances in word meanings.		
2L5a: Identify real-life connections between words and their use.	- Songs: Adjectives Describe - Vocabulary - Adjectives	Identify Real-Life Connections
2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).	- Songs: Adjectives Describe - Vocabulary - Adjectives	
2L5c: 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

New York Standards	Waterford Digital Resources	Waterford Resources
2L5: Demonstrate understanding of word relationships and nuances in word meanings <i>continued</i>.		
2L6: 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).	• Songs: Adjectives Describe; Adverbs • Read-Along Books • Informational Books • Readable Books (See titles at end of document.) • Adjectives • Adverbs	• Adjectives • Using Words • Describing Things
Conventions of Academic English/Language for Learning: Grade Band Skills		
Prekindergarten–Grade 2		
Core Conventions Skills for Prekindergarten → Grade 2		
ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.	• Letter Pictures • Letter Trace • Letter Introduction • Similarities and Differences in Letters • Letter Match	• Printing Upper- and Lowercase • Print All Upper- and Lowercase Letters
Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.	• Songs: Nouns; Verbs; More than One • Nouns • Verbs • Plural Nouns	

New York Standards	Waterford Digital Resources	Waterford Resources
ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages <i>continued</i>.		
Use common, proper, and possessive nouns.	- Songs: Apostrophe Pig; Nouns - Nouns - Possessive Nouns	Nouns
Use collective nouns (e.g., group).	Irregular Plurals	Irregular Plural Nouns
Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).	- Songs: Nouns; More Than One - Nouns - Plural Nouns	
Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).	- Songs: Strange Spelling - Books: Moose Are Not Meese - Irregular Plurals - Plural Nouns	Irregular Plural Nouns
Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).	- Songs: Nouns; More Than One - Nouns - Plural Nouns - What is a Sentence? - Verbs	Singular and Plural Nouns
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Songs: Preposition Cat	Prepositions

New York Standards	Waterford Digital Resources	Waterford Resources
ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages <i>continued</i>.		
Produce and expand complete sentences in shared language activities.	• Songs: What is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Complete Sentences • Simple and Compound Sentences
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves)	• Songs: Pronouns • Pronouns	• Pronouns • Reflexive Pronouns
Use verbs → 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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)	• Songs: It Happened Yesterday; Verbs • Verbs • Past Tense Verbs	• Verbs
Use frequently occurring adjectives. → Use adjectives or adverbs appropriately	• Songs: Adverbs; Adjectives Describe • Adverbs • Adjectives • Revise: Add Details; Use interesting Words	• Adjectives • Adjectives and Adverbs
Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally)		• Conjunctions

New York Standards	Waterford Digital Resources	Waterford Resources
ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages <i>continued</i>.		
Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks	• Complete Sentences • Simple and Compound Sentences
Core Punctuation and Spelling Skills for Prekindergarten → Grade 2		
ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages)		
Attempt to write symbols or letters to represent words.	• Letter Pictures • Letter Trace (Letter Trace) • Distinguish Letters • Similarities and Differences in Letters • Letter Match	• Printing Upper- and Lowercase

New York Standards	Waterford Digital Resources	Waterford Resources
ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages) <i>continued</i>.		
Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy)	• 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 • Edit: Check Spelling; Check Tricky Spellings • Word Pattern • Word Pattern Spelling • Spell and Blend • Word Blending • Say and Trace • Spelling Scramble • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace • Name That Letter Sound • Choose a Sound • Barnyard Bash	• Simple Phonetic Spelling • Write Consonants and Short-Vowels • Spelling-Sound Correspondences • Learned Spelling Patterns

New York Standards	Waterford Digital Resources	Waterford Resources
ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages) <i>continued</i>		
Write a letter or letters for most consonant and short-vowel sounds (phonemes)	• Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace • Name That Letter Sound • Choose a Sound • Where is the Sound?	• Write Consonants and Short-Vowels
Consult reference materials as needed to check and correct spellings.	• Reading Detective	• Consulting Reference Materials
Recognize and name end punctuation. → Use end punctuation for sentences	• Songs: What is a Sentence?; Sentence Marks • Sentence Marks • Sentences • Edit End Punctuation	• Punctuation
Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.	• Songs: Capital Letters • Edit Capitals	• Capitalization
Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.	• Songs: Comma, Comma, Comma; What is a Sentence?; Sentence Marks • Edit Commas • Sentence Marks	• Commas
Use an apostrophe to form contractions and frequently occurring possessives	• Songs: Apostrophe Pig; Contraction Action • Contractions • Possessive Nouns	• Apostrophes

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.

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/UCqWz8pL8pL8pL8pL8pL8pL8p).

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).