



100%
Aligned

Alignment October 2026

**Waterford
Early Learning:
Reading**

**Virginia Provider
Intervention &
Supplemental
Rubrics for K-2**

**Alignment content includes a sampling of Waterford Resources*

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Virginia Indicators		Waterford Evidence
Grades K-5 Intervention Instructional Program Review Rubric		
Design and Usability		
Criterion 1: Instructional Design		
1a	Instruction and assessment tools within materials do not require or encourage three-cueing (students gaining meaning from print through semantic, syntactic or graphophonic cues); meaning, structure, and visual (MSV) cues; or approaches that rely on visual memory for word recognition. (Non-negotiable)	• The Science of Reading: From Research to Instruction • The Research Foundation of Waterford.org Curriculum • Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 3-13, "How the Brain Learns to Read" through "Program Efficacy"
1b	Materials and instructional approaches support the rubric definition for a literacy intervention program.	• The Science of Reading: From Research to Instruction • Educator Overview for Waterford Early Learning Reading Curriculum pgs. 3-13, "How the Brain Learns to Read" through "Program Efficacy"
1c	Materials provide an evidence base for alignment with science-based reading research and includes evidence-based literacy instruction.	• The Science of Reading: From Research to Instruction • Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 2-13, "Waterford Early Learning™ " through Program Efficacy"
1d	The intervention program can be reasonably implemented within school hours and with resources that are included or readily available in a typical school setting.	• Educator Overview for Waterford Early Learning Reading Curriculum — pg. 18 "Pacing" — pg. 27, "Classroom Instruction" • Instructional Routines for Waterford Early Learning Reading Curriculum, pg. 2, "Daily Recommended Schedule"
1e	The intervention program is data-driven and can be intensified by skill needs.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 29-31, "Student Progress Data" • Waterford Reports for Teachers and Administrators

Virginia Indicators		Waterford Evidence
Criterion 1: Instructional Design <i>continued</i>		
1f	The intervention program contains explicit and systematic instruction in elements necessary for reading (phonological and phonemic awareness, phonics and word analysis, fluency for automatic word recognition, vocabulary, and comprehension).	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 2-14, "Waterford Early Learning™ " through "Scope and Sequence" • Phonological Awareness Overview Guide, pgs. 2-7 "Research-Based Principals" through "Waterford Early Learning Instruction" • Phonics Overview Guide, pgs. 2-8 "Research-Based Principals" through "Waterford Early Learning Instruction" • Fluency Overview Guide, pgs. 2-8 "Research-Based Principals" through "Waterford Early Learning Instruction" • Comprehension & Vocabulary Overview Guide, pgs. 2-8 "Research-Based Principals" through "Waterford Early Learning Instruction"
1g	The intervention program includes instructional materials necessary to implement the program in the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 27 "Classroom Instruction" • Reading Scope & Sequence
1h	Materials include program assessment tools that are used to determine student placement.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 29-30, "Placement Assessment" • Waterford Early Learning: Understanding the Check Placement Report as a Teacher or Administrator
1i	Instructional routines and activities elicit high levels of student response.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 24-26, "Student Engagement"
1j	Materials include integrated pause points and/or guidance on providing corrective feedback to students.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 18-19, "Scaffolded Support, Review, and Remediation"
1k	Materials regularly and systematically embed curriculum-based assessment opportunities that measure progress and inform instruction.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 31, "Ongoing Formative Assessment" through "Dashboards and Reports"

Virginia Indicators		Waterford Evidence
Category 2: Usability & Support		
2a	Materials provide clear and extensive support for building the teacher knowledge needed to implement the intervention program.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 28, "Getting Started" • Getting Started Hub for Teachers • Waterford Early Learning On-Demand Webinars — "Getting Started with Waterford Early Learning" webinar series • Waterford Professional Learning Offerings
2b	Materials provide clear organizational structures for lesson delivery.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 16-17, "Learning Objectives"
2c	Materials clearly communicate information about recommended intervention group size and time requirements.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 31, "Dashboards and Reports" • Waterford Reports for Teachers and Administrators
2d	Materials provide guidance on adjusting intensity of intervention based on student response.	• Educator Overview for Waterford Early Learning Reading Curriculum — pg. 15, "Adaptive Learning Path" — pgs. 18-19, "Pacing" through "Scaffolded Support, Review, and Remediation" — pgs. 33-36 "Diverse Learning Needs" • Waterford Early Learning: Override Goals Setting for School Admin and Teachers
2e	Materials provide support for teachers on supporting multilingual learners.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 36-39, "Multilingual Learners"
2f	Materials support a high level of student and teacher interaction.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 27 "Classroom Instruction"
2g	Materials include guidance for communication with parents and/or materials for at-home connection.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 42-45 "Engaging Families" • Waterford Family Engagement eBook

Virginia Indicators		Waterford Evidence
Category 2: Usability & Support <i>continued</i>		
2h	If digital components are a part of the intervention program, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 28, "Getting Started" • Getting Started Hub for Teachers • Waterford Early Learning On-Demand Webinars — "Getting Started with Waterford Early Learning" webinar series • Waterford Professional Learning Offerings • Waterford Reports for Teachers and Administrators
2i	Materials are easy to use and well-organized for users.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 28, "Getting Started" • Getting Started Hub for Teachers • Waterford Early Learning On-Demand Webinars — "Getting Started with Waterford Early Learning" webinar series • Waterford Professional Learning Offerings
2j	Teacher editions are concise and easy to manage with clear connections between teacher resources.	• Educator Overview for Waterford Early Learning Reading Curriculum
Criterion #3: Phonological and Phonemic Awareness		
3a	There is a detailed scope and sequence of phonological and phonemic awareness skills.	• Reading Scope & Sequence, pg. 2, "Phonological Awareness"
3b	Phonological awareness tasks increase in difficulty over the scope and sequence.	• Reading Scope & Sequence, pg. 2, "Phonological Awareness" • Phonological Awareness Overview Guide, pg. 3-8 "Phonological Awareness Skills Development" through "Waterford Early Learning Instruction"
3c	New skills are explicitly modeled using a gradual release model.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 16-17 "Learning Objectives"

Virginia Indicators		Waterford Evidence
Criterion #3: Phonological and Phonemic Awareness <i>continued</i>		
3d	Materials provide explicit routines for blending and segmenting individual phonemes in words.	• Phonological Awareness Overview Guide, pg. 4-7 “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Blend Every Sound — Stick ‘n’ Spell: Blend — Phoneme Segmentation — Blending Riddles
3e	Students have frequent opportunities to analyze spoken words at the phoneme level.	• Reading Scope & Sequence, pg. 2, “Phonological Awareness” • Phonological Awareness Overview Guide, pg. 4-7 “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Blend Every Sound — Stick ‘n’ Spell: Blend — Phoneme Segmentation — Blending Riddles — Where Is the Sound? — Initial Sound — Final Sound
3f	Materials incorporate explicit instruction on the way taught phonemes look and feel in the mouth when produced.	<u>Digital Activities within the Sequence</u> • Letter Sound Instruction
3g	Phonemic awareness tasks are connected with graphemes early on in instruction.	• Phonological Awareness Overview Guide, pg. 4-7 “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Blend Every Sound — Stick ‘n’ Spell — Blend Onset/Rime — Letter Sound

Virginia Indicators		Waterford Evidence
Criterion #3: Phonological and Phonemic Awareness <i>continued</i>		
3h	Instructional time is focused on high-priority skills such as isolating beginning phonemes, blending and segmenting phonemes, and distinguishing between vowel sounds.	• Phonological Awareness Overview Guide, pg. 3-7, “Phonological Awareness Skills Development” through “Waterford Early Learning Instruction”
3i	Consonant blends are taught as individual phonemes when segmenting.	<u>Digital Activities within the Sequence</u> • Blend Every Sound
3j	Materials incorporate the use of letters, kinesthetic movements, and/or manipulatives to support the development of phonological awareness skills.	<u>Digital Activities within the Sequence</u> • Power Word Instruction Elkonin • Spell and Blend • Letter Trace • Word Mapping
3k	Materials include specific and precise teacher language for corrective feedback.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 18-19, “Scaffolded Support, Review, and Remediation” • Instructional Routines for Waterford Early Learning Reading Curriculum, pg. 28, “Corrective Feedback”
3l	Materials include tools for tracking and communicating progress to students within the program.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 24-26 “Student Engagement”
3m	Materials include annotations to support teachers on differentiation and scaffolding for students needing more support.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 29-31, “Student Progress Data” • Waterford Reports for Teachers and Administrators
3n	Phonological awareness, including phonemic awareness, instruction is linked to ongoing assessment data.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 29-31, “Student Progress Data” • Phonological Awareness Overview Guide, pg. 4-7, “Waterford Early Learning Instruction”

Virginia Indicators		Waterford Evidence
Criterion #4 Phonics and Word Analysis		
4a	There is a scope and sequence of phonics patterns.	• Reading Scope & Sequence, pg. 1, “Phonics” • Reading Objectives by Segment, pgs. 4-20, “Pre-Reading Segment 3” through “Fluent Reading Segment 3” learning objectives such as “Word Pattern/s” identify the approximate location of phonics patterns instruction within the sequence.
4b	Phonics tasks increase in difficulty from simple to complex.	• Phonics Overview Guide, pg.4, “Phonics Skills Development” • Reading Scope & Sequence, pg. 1, “Phonics”
4c	Grapheme/phoneme instruction starts with high-utility graphemes (e.g., s, a, t, p, i, n).	• Phonics Overview Guide, pgs. 5-7, “Waterford Early Learning Instruction” • Reading Objectives by Segment, pgs. 4-11, “Pre-Reading Segment 3” through “Basic Reading Segment 2” identify the approximate location of grapheme/phoneme instruction within the sequence.
4d	High-utility graphemes are connected to word types (e.g., VC, CVC) as soon as they are mastered.	• Phonics Overview Guide, pgs. 5-7, “Waterford Early Learning Instruction” • Reading Objectives by Segment, pgs. 4-11, “Pre-Reading Segment 3” through “Basic Reading Segment 2” displays the progression of high-utility graphemes connecting to word types. An example of this progression is below: — /a/: sound — /s/: sound — /m/: sound — /t/: sound — Word Pattern: -at
4e	The phonics lesson format includes instructional routines for explicit instruction, which includes specific mention of practice.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 16-17, “Learning Objectives” • Instructional Routines for Waterford Early Learning Reading Curriculum, pgs. 5-11, “Phonics”
4f	Grapheme/phoneme instruction integrates the letter name, sound, and explicit instruction in how to form the letter.	• Phonics Overview Guide, pgs. 5-7, “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Letter Trace — Letter Pictures

Virginia Indicators		Waterford Evidence
Criterion #4 Phonics and Word Analysis <i>continued</i>		
4g	Graphemes are explicitly taught before students practice and apply.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 16-17 “Learning Objectives” <u>Digital Activities within the Sequence</u> — Letter Sound Instruction — Letter Trace — Letter Pictures
4h	Materials provide explicit and consistent routines for blending and segmenting for decoding and encoding.	• Instructional Routines for Waterford Early Learning Reading Curriculum, pgs. 5-9, “Word Building”, “Word Mapping”, “Decoding” <u>Digital Activities within the Sequence</u> • Word Blending • Blend Decodable Words • Build CVC Syllable Words • Spell and Blend • Key Word Screening
4i	Materials incorporate the use of letters, kinesthetic movements, and/or manipulatives to support the development of phonics skills.	• Instructional Routines for Waterford Early Learning Reading Curriculum, pgs. 5-9, “Phonics” <u>Digital Activities within the Sequence</u> — Letter Trace — Letter Pictures — Power Word Instruction: Elkonin — Spell and Blend — Build CVC Syllable Words
4j	Instruction of high-frequency words follows a plan that intentionally groups words and increases in difficulty over time.	• Phonics Overview Guide, pgs. 5-7, “Waterford Early Learning Instruction” • Reading Objectives by Segment, pgs. 4-20, “Pre-Reading Segment 3” through “Fluent Reading Segment 3” displays the progression of high-frequency words within the sequence through learning objectives such as “Power Word/s” and “Automaticity”.

Virginia Indicators		Waterford Evidence
Criterion #4 Phonics and Word Analysis <i>continued</i>		
4k	Irregular high-frequency words are reviewed cumulatively and systematically to build mastery.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 18-19, "Scaffolded Support, Review, and Remediation" <u>Digital Activities within the Sequence</u> — Cumulative Review — Readable Books — Automatic Word Recognition — Fast Word Fun
4l	Irregularities in high-frequency words are explicitly taught with attention being brought to the irregular as well as regular graphemes.	• Phonics Overview Guide, pgs. 5-7, "Waterford Early Learning Instruction" <u>Digital Activities within the Sequence</u> — Power Word Instruction: Elkonin — Spelling Scramble Intro
4m	There is cumulative review of known phoneme-grapheme combinations and words to develop automaticity.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 18-19, "Scaffolded Support, Review, and Remediation" <u>Digital Activities within the Sequence</u> — Cumulative Review — Readable Books — Automatic Word Recognition — Key Word Screening
4n	There are frequent opportunities to read words in aligned decodable text that contain the phonics elements and irregular words taught in isolation from previous lessons.	• Reading Objectives by Segment, pgs. 4-20, "Pre-Reading Segment 3" through "Fluent Reading Segment 3" displays the approximate location of words taught in isolation prior to reading the decodable text. An example of this progression is provided below. — And: Power Word — A: Power Word — Word Pattern -at — At Bat: Early Readable Book • Building Foundational Reading Skills with Waterford Books

Virginia Indicators		Waterford Evidence
Criterion #4 Phonics and Word Analysis <i>continued</i>		
4o	The decodable texts used within the program allow the reader to make meaning.	• Instructional Routines for Waterford Early Learning Reading Curriculum, pgs. 10-11, “Reading Decodable Books” <u>Digital Activities within the Sequence</u> • Meet the Readable • Readable Review
4p	There are frequent opportunities to encode words embedded within phonics lessons.	• Reading Scope & Sequence Pgs. 1-2 “Phonics” • Phonics Overview Guide, pgs. 4-8, “Phonics Skills Development” through “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Build: CVC ; r- Controlled; Vowel Team; Consonant+le; — Spell Using the Six Syllable Types — Power Word Instruction Elkonin — Key Word Screening — Spell and Blend — Stick ‘n’ Spell — Word Pattern Spelling
4q	Materials include consistent dictation routines at sound, word, and sentence level.	<u>Digital Activities within the Sequence</u> • Letter Sound Practice; Assessment • Letter Sound Screening • Name that Sound • Name that Letter Sound • Spell and Blend • Key Word Screening • Story Sentences • Build: CVC ; r- Controlled; Vowel Team; Consonant+le Words • Spell Using the Six Syllable Types • Early Readable Book Practice

Virginia Indicators		Waterford Evidence
Criterion #4 Phonics and Word Analysis <i>continued</i>		
4r	Multisyllabic word instruction includes explicit and systematic teaching of morphology.	<u>Digital Activities within the Sequence</u> • Morphology • Decode CVC Syllable Words • Decode Open Syllable Words • Decode Open and Closed Syllable Words • Identify Compound Words • Decode Multisyllabic Words • Decode Using the Six Syllable Types • Build r-Controlled Syllable Words • Build Vowel Team Syllable Words • Build Consonant+le Syllable Words • Spell Using the Six Syllable Types
4s	Explicit instruction on common phonics principles (e.g., consonant doubling rule, vowel exceptions, soft c/g).	<u>Digital Activities within the Sequence</u> • Build Vowel Team Syllable Words • Identify Variant Vowel Words • Decode Split Vowels • Double the Fun • Change Y to I • Make and Spell • Key Word Screening • Spell and Blend
4t	Materials include guidance for communication with parents and materials for at-home connection.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 42-45 "Engaging Families" • Waterford Family Engagement eBook
4u	Materials include specific and precise teacher language for corrective feedback.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 18-19, "Scaffolded Support, Review, and Remediation" • Instructional Routines for Waterford Early Learning Reading Curriculum, pg. 28, "Corrective Feedback"

Virginia Indicators		Waterford Evidence
Criterion #4 Phonics and Word Analysis <i>continued</i>		
4v	Materials include tools for tracking and communicating progress within the program.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 29-31, "Student Progress Data" • Waterford Reports for Teachers and Administrators
4w	Materials include annotations to support teachers on differentiation and scaffolding for students needing more support.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 29-31, "Student Progress Data" • Waterford Reports for Teachers and Administrators
4x	Phonics instruction is linked to ongoing assessment data.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 29-31, "Student Progress Data"
Grades K-5 Supplemental Instructional Program Review Rubric		
Design and Usability		
Criterion #1 Instructional Design		
1	Non-negotiable: Instruction and assessment tools support the rubric definition for a literacy supplemental program.	• The Science of Reading: From Research to Instruction • Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 2-13, "Waterford Early Learning™ " through "Program Efficacy"
2	Non-negotiable: Instruction and assessment tools within materials do not require or encourage three-cueing (students gaining meaning from print through semantic, syntactic or graphophonic cues); meaning, structure, and visual (MSV) cues; or approaches that rely on visual memory for word recognition.	• The Science of Reading: From Research to Instruction • The Research Foundation of Waterford.org Curriculum • Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 3-13, "How the Brain Learns to Read" through "Program Efficacy"
3	Materials provide research and/or evidence for alignment with science-based reading research.	• The Science of Reading: From Research to Instruction • The Research Foundation of Waterford.org Curriculum • Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 3-13, "How the Brain Learns to Read" through "Program Efficacy"

Virginia Indicators		Waterford Evidence
Criterion #1 Instructional Design		
4	The supplemental program contains explicit and systematic instruction in a specific reading skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing).	• The Science of Reading: From Research to Instruction • The Research Foundation of Waterford.org Curriculum • Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 3-13, "How the Brain Learns to Read" through "Program Efficacy"
5	Materials regularly embed assessment opportunities that measure progress and inform instruction.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 31, "Ongoing Formative Assessment" through "Dashboards and Reports"
6	Materials are designed to complement core instructional programs through additional support, practice, and/or instruction.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 27 "Classroom Instruction"
Criterion #2 Usability and Support		
1	Materials are well-organized and easy to locate.	• Educator Overview for Waterford Early Learning Reading Curriculum
2	Teacher editions are concise and easy to navigate with clear connections between teacher resources.	• Educator Overview for Waterford Early Learning Reading Curriculum
3	The supplemental program can be reasonably implemented within school hours and with resources that are included or readily available in a typical school setting.	• Educator Overview for Waterford Early Learning Reading Curriculum — pg. 18, "Pacing" — pg. 27, "Classroom Instruction" • Instructional Routines for Waterford Early Learning Reading Curriculum, pg. 2, "Daily Recommended Schedule"
4	The materials provide guidance about the amount of time a task might reasonably take.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 18, "Pacing"
5	The program provides or indicates where school divisions and/or schools can access initial and ongoing professional development for teachers, aligned to the supplemental instructional program.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 28, "Getting Started" • Getting Started Hub for Teachers • Waterford Early Learning On-Demand Webinars — "Getting Started with Waterford Early Learning" webinar series • Waterford Professional Learning Offerings

Virginia Indicators		Waterford Evidence
Criterion #2 Usability and Support <i>continued</i>		
6	The program provides clear methods to connect the supplemental resources and core programs through the use of either assessment, routines, teacher language, corrective feedback, or the like.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 27 “Classroom Instruction”
7	The program provides guidance on how materials can be used with a core ELA curriculum.	• Educator Overview for Waterford Early Learning Reading Curriculum, pg. 27 “Classroom Instruction”
Criterion #3: Phonological and Phonemic Awareness		
Grades K-1		
1	A detailed scope and sequence of phonological and phonemic awareness skills progresses from easier (e.g., blending compound words or segmenting onset-rime) to more difficult (e.g., segmenting phonemes).	• Reading Scope & Sequence, pg. 2, “Phonological Awareness” • Phonological Awareness Overview Guide, pg. 3-8 “Phonological Awareness Skills Development” through “Waterford Early Learning Instruction”
2	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 16-17, “Learning Objectives”
3	Lessons include specific and precise teacher language for immediate and corrective feedback.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 18-19, “Scaffolded Support, Review, and Remediation” • Instructional Routines for Waterford Early Learning Reading Curriculum, pg. 28, “Corrective Feedback”
4	Students are taught strategies to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping, working toward understanding of the alphabetic principle).	• Phonological Awareness Overview Guide, pg. 4-7 “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Blend Every Sound — Stick ‘n’ Spell — Blend Onset/Rime
5	Students analyze spoken words at the phoneme level, including segmenting individual phonemes.	• Phonological Awareness Overview Guide, pg. 4-7 “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> • Phoneme Segmentation

Virginia Indicators		Waterford Evidence
Grades K-1 continued		
6	Movement and/or manipulatives are used to make sounds in words concrete.	• Phonological Awareness Overview Guide, pg. 4-7 “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Blend Every Sound — Stick ‘n’ Spell: Blend — Phoneme Segmentation — Blending Riddles
7	Instructional time is focused on high-priority skills such as isolating beginning phonemes, blending, and segmenting.	• Phonological Awareness Overview Guide, pg. 4-7 “Waterford Early Learning Instruction”
8	Students are taught to pull apart the two phonemes in consonant blends when segmenting.	<u>Digital Activities within the Sequence</u> • Blend Every Sound
9	Students spend time practicing to listen, identify, and produce the sounds at the phoneme level.	• Reading Scope & Sequence, pg. 2, “Phonological Awareness” • Phonological Awareness Overview Guide, pg. 4-7 “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Blend Every Sound — Stick ‘n’ Spell: Blend — Phoneme Segmentation — Blending Riddles — Where Is the Sound? — Initial Sound — Final Sound
10	The activities and materials are designed to elicit high levels of response and engagement	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 24-26 “Student Engagement”
11	Program provides guidance on how to use assessment data (curriculum-embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 29-31, “Student Progress Data” • Waterford Reports for Teachers and Administrators

Virginia Indicators		Waterford Evidence
Criterion #4 Phonics and Word Study		
Grades K-1		
1	There is a detailed scope and sequence of phonics skills that progresses from simpler letter sounds to more complex patterns.	• Reading Scope & Sequence, pg. 1 “Phonics” • Phonics Overview Guide, pg.4, “Phonics Skills Development”
2	There is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.	• Phonics Overview Guide, pg. 5, “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Letter Sound — Letter Pictures — Letter Trace — Sound Room — Find the Letter — Letter Checker — Fast Letter Fun — Name That Sound — Name That Letter Sound — Letter Match — Name That Letter
3	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply with teacher feedback.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 16-17, “Learning Objectives”
4	Lessons include specific and precise teacher language for immediate and corrective feedback.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 18-19, “Scaffolded Support, Review, and Remediation” • Instructional Routines for Waterford Early Learning Reading Curriculum, pg. 28, “Corrective Feedback”
5	Letter-sound instruction starts with high-utility letters (e.g., m, s, a, r, t).	• Phonics Overview Guide, pgs. 5-7, “Waterford Early Learning Instruction” • Reading Objectives by Segment, pgs. 4-11, “Pre-Reading Segment 3” through “Basic Reading Segment 2” identify the approximate location of grapheme/phoneme instruction within the sequence.

Virginia Indicators		Waterford Evidence
Grades K-1 continued		
6	Letter-sound instruction integrates the letter name, sound, and explicitly and systematically how to write the symbol.	• Phonics Overview Guide, pgs. 5-7, “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Letter Trace — Letter Pictures
7	Easily confused letters, letter sounds and words (those that look or sound similar) are not taught in close sequence.	• Phonics Overview Guide, pgs. 5-7, “Waterford Early Learning Instruction” • Reading Objectives by Segment, pgs. 4-11, “Pre-Reading Segment 3” through “Basic Reading Segment 2” displays the approximate location of letter sound instruction.
8	A few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words.	• Phonics Overview Guide, pgs. 5-7, “Waterford Early Learning Instruction” • Reading Objectives by Segment, pgs. 4-11, “Pre-Reading Segment 3” through “Basic Reading Segment 2” displays the progression of letter-sound instruction to blending word patterns. An example of this progression is provided below. — /a/: sound — /s/: sound — /m/: sound — /t/: sound — Word Pattern: -at
9	There is an explicit strategy for blending letter sounds into words.	<u>Digital Activities within the Sequence</u> — Word Blending — Blend Decodable Words — Build CVC Syllable Words — Spell and Blend — Key Word Screening
10	There are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words.	• Reading Scope & Sequence, pg. 1 “Phonics” • Reading Objectives by Segment, pgs. 4-20, “Pre-Reading Segment 3” through “Fluent Reading Segment 3” contains learning objectives such as “Word Pattern/s” and “Word Play” that provide multiple opportunities to practice blending letter sounds for reading and writing words.

Virginia Indicators		Waterford Evidence
Grades K-1 continued		
11	Students are taught and practice how to encode regular words for which they know all letter sounds.	• Reading Scope & Sequence Pgs. 1-2 “Phonics” • Phonics Overview Guide, pgs. 4-8, “Phonics Skills Development” through “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Build: CVC ; r- Controlled; Vowel Team; Consonant+le — Spell Using the Six Syllable Types — Power Word Instruction Elkonin — Key Word Screening — Spell and Blend — Stick ‘n’ Spell — Word Pattern Spelling
12	There are sufficient practice opportunities with word lists, phrases, and decodable texts to build automaticity.	• Reading Objectives by Segment, pgs. 4-20, “Pre-Reading Segment 3” through “Fluent Reading Segment 3” displays the approximate location of decodable texts (Readable Books) within the sequence. <u>Digital Activities within the Sequence</u> • Readable Books • Readable Book Practice • Story Sentences
13	Regular word types are introduced first (e.g., VC, CVC, CV).	• Reading Scope & Sequence , Pgs. 1-2 “Phonics” • Reading Objectives by Segment, pgs. 4-20, “Pre-Reading Segment 3” through “Fluent Reading Segment 3” displays the approximate location of word type instruction through learning objectives such as “Word Pattern/s”, “Word Play”, “Automaticity”, “Decode”, and “Build”.
14	Irregularities are pointed out in high-utility words (e.g., have, I, said) while still focusing attention on the predictable letter-sound combinations.	• Phonics Overview Guide, pgs. 4-8, “Phonics Skills Development” through “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> • Power Word Instruction • Spelling Scramble Intro

Virginia Indicators		Waterford Evidence
Grades K-1 continued		
15	Irregular, high-utility words are introduced and practiced to automaticity.	• Reading Objectives by Segment, pgs. 4-20, “<i>Pre-Reading Segment 3</i>” through “<i>Fluent Reading Segment 3</i>” contains learning objectives such as “Power Word/s”; and “Automaticity” that provide practice of irregular high-utility words working to automaticity. Examples of activities within these objectives are provided below. <u>Digital Activities within the Sequence</u> — Power Word — Automatic Word Recognition — Fast Word Fun — Word Recognition Assessment
16	Words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.	• Reading Objectives by Segment, pgs. 4-20, “<i>Pre-Reading Segment 3</i>” through “<i>Fluent Reading Segment 3</i>” displays the approximate location of words taught in isolation prior to reading decodable text. An example of this progression within the learning path is provided below: — And: Power Word — A: Power Word — Word Pattern -at — At Bat: Early Readable Book
17	There is cumulative review to build automaticity of known letter sound combinations and words.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 18-19, “<i>Scaffolded Support, Review, and Remediation</i>” <u>Digital Activities within the Sequence</u> — Cumulative Review — Readable Books — Automatic Word Recognition — Key Word Screening
18	There are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.	• Reading Objectives by Segment, pgs. 4-20, “<i>Pre-Reading Segment 3</i>” through “<i>Fluent Reading Segment 3</i>” displays the approximate location of decodable texts (Readable Books) within the sequence.

Virginia Indicators		Waterford Evidence
Grades K-1 continued		
19	Activities and materials are designed to elicit high levels of student response and engagement.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 24-26 "Student Engagement"
20	Program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 29-31, "Student Progress Data" • Waterford Reports for Teachers and Administrators
Grade 2		
1	There is a detailed scope and sequence of phonics patterns moves from simpler word types, lengths, and complexities to more complex words, syllable types, and multisyllabic words.	• Reading Scope & Sequence, pg. 1 "Phonics" • Phonics Overview Guide, pg.4, "Phonics Skills Development"
2	There is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.	• Phonics Overview Guide, pg. 5, "Waterford Early Learning Instruction" <u>Digital Activities within the Sequence</u> — Letter Sound — Letter Pictures — Letter Trace — Sound Room — Find the Letter — Letter Checker — Fast Letter Fun — Name That Sound — Name That Letter Sound — Letter Match — Name That Letter
3	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply with teacher feedback.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 16-17 "Learning Objectives"

Virginia Indicators		Waterford Evidence
Grade 2 continued		
4	Lessons include specific and precise teacher language for immediate and corrective feedback.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 18-19, "Scaffolded Support, Review, and Remediation" • Instructional Routines for Waterford Early Learning Reading Curriculum, pg. 28, "Corrective Feedback"
5	Multisyllabic words are explicitly taught using prefixes, suffixes, syllable types and/or morphological word parts to aid in word recognition.	<u>Digital Activities within the Sequence</u> • Morphology • Decode CVC Syllable Words • Decode Open Syllable Words • Decode Open and Closed Syllable Words • Identify Compound Words • Decode Multisyllabic Words • Decode Using the Six Syllable Types • Build r-Controlled Syllable Words • Build Vowel Team Syllable Words • Build Consonant+le Syllable Words • Spell Using the Six Syllable Types
6	Larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 16-17 "Learning Objectives" • Reading Objectives by Segment, pgs. 9-20, "Basic Reading Segment 2" through "Fluent Reading Segment 3" contains learning objectives such as "Power Word/s" and "Automaticity" which identify the approximate location of high-utility patterns within the sequence. Examples of activities within these objectives are provided below. <u>Digital Activities within the Sequence</u> • Word Blending • Key Word Screening • Say and Trace • Word Pattern Introduction • Word Pattern Spelling • Spell and Blend • Readable Word Play • Word Recognition • Automatic Word Recognition

Virginia Indicators		Waterford Evidence
Grade 2 continued		
7	Instruction of similar, easily confused letter patterns are separated in time.	• Reading Objectives by Segment, pgs. 4-20, “Pre-Reading Segment 3” through “Fluent Reading Segment 3” learning objectives such as “Word Pattern/s”, “Word Play”, and “Automaticity” identify the approximate location of letter pattern instruction.
8	There is an explicit strategy for reading multisyllabic words.	<u>Digital Activities within the Sequence</u> • Morphology • Decode CVC Syllable Words • Decode Open Syllable Words • Decode Open and Closed Syllable Words • Identify Compound Words • Decode Multisyllabic Words • Decode Using the Six Syllable Types • Build r-Controlled Syllable Words • Build Vowel Team Syllable Words • Build Consonant+le Syllable Words • Spell Using the Six Syllable Types
9	Spelling is integrated with the phonics instruction.	• Reading Scope & Sequence, pgs. 1-2 “Phonics” • Phonics Overview Guide, pgs. 4-8, “Phonics Skills Development” through “Waterford Early Learning Instruction” <u>Digital Activities within the Sequence</u> — Build: CVC ; r- Controlled; Vowel Team; Consonant+le Words — Spell Using the Six Syllable Types — Power Word Instruction Elkonin — Key Word Screening — Spell and Blend — Stick ‘n’ Spell — Word Pattern Spelling

Virginia Indicators		Waterford Evidence
Grade 2 continued		
10	There are sufficient practice opportunities with word lists, phrases and decodable texts to build automaticity.	• Reading Objectives by Segment, pgs. 4-20, “<i>Pre-Reading Segment 3</i>” through “<i>Fluent Reading Segment 3</i>” displays the approximate location of decodable texts (Readable Books) within the sequence. <u>Digital Activities within the Sequence</u> • Readable Books • Readable Book Practice • Story Sentences
11	Irregular, high-utility words are introduced (focusing attention on predictable letter-sound combinations) and practiced to automaticity.	• Reading Objectives by Segment, pgs. 4-20, “<i>Pre-Reading Segment 3</i>” through “<i>Fluent Reading Segment 3</i>” contains learning objectives such as “Power Word/s” and “Automaticity” that provide practice of irregular high-utility words working to automaticity. Examples of activities within these objectives are provided below. <u>Digital Activities within the Sequence</u> — Power Word — Automatic Word Recognition — Fast Word Fun — Word Recognition Assessment
12	Words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.	• Reading Objectives by Segment, pgs. 4-20, “<i>Pre-Reading Segment 3</i>” through “<i>Fluent Reading Segment 3</i>” displays the approximate location of words taught in isolation prior to reading decodable texts. An example of this progression within the sequence is provided below. — Skate: Power Word — They: Power Word — Pull: Power Word — Word Pattern: -ane, -ave, -ate — The Show: Readable Book
13	There are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.	• Reading Objectives by Segment, pgs. 4-20, “<i>Pre-Reading Segment 3</i>” through “<i>Fluent Reading Segment 3</i>” displays the approximate location of decodable texts (Readable Books) within the sequence.

Virginia Indicators		Waterford Evidence
Grade 2 continued		
14	Activities and materials are designed to elicit high levels of student response and engagement.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 24-26 "Student Engagement"
15	Program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.	• Educator Overview for Waterford Early Learning Reading Curriculum, pgs. 29-31, "Student Progress Data" • Waterford Reports for Teachers and Administrators

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! / The Dog / 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

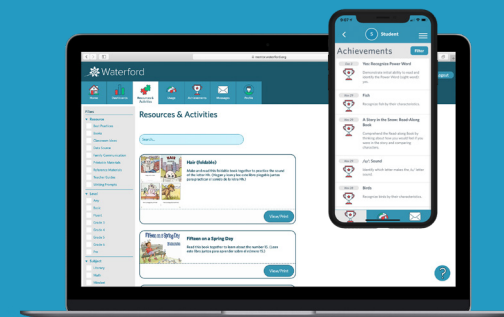
Alphabet Knowledge Comprehension and Vocabulary

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).