

# CURRICULUM *Correlation*

*Waterford  
Reading Academy*

**100%**

*Common Core  
State Standards*

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COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>KINDERGARTEN</b>		
<b>READING STANDARDS FOR LITERATURE</b>		
<b>Key Ideas and Details</b>		
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up—Five Ws</li> <li>Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>Key details.pdf: With prompting and support, ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>49 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
RL.K.2. With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up—Five Ws</li> <li>Sum Up—Remember Order</li> <li>Look at Details</li> <li>Picture Clues</li> <li>What Comes Next?</li> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story retelling.pdf: With prompting and support, retell familiar stories, including key details.                             <ul style="list-style-type: none"> <li>11 stories with discussion ideas to build comprehension</li> </ul> </li> </ul>
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Look at Details</li> <li>Sum Up—Five Ws</li> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify story elements.pdf: With prompting and support, identify characters, settings, and key events in a story.                             <ul style="list-style-type: none"> <li>21 stories with discussion questions to build comprehension</li> </ul> </li> </ul>
<b>Craft and Structure</b>		
RL.K.4. Ask and answer questions about unknown words in a text.	<p>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.</p> <ul style="list-style-type: none"> <li>Vocabulary Instruction</li> </ul>	

\*Waterford Teacher Resources, including Curriculet class activities, are available for download in Waterford Reading Academy at <https://teacher.waterford.org>.

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Types of text.pdf: Recognize common types of texts (e.g., storybooks, poems).                             <ul style="list-style-type: none"> <li>- Lost Socks</li> <li>- Lumpy Mush</li> <li>- Three Little Kittens</li> <li>- The Alligator in the Library</li> <li>- Garden Visitors</li> </ul> </li> </ul>
RL.K.6. With prompting and support, name the author and the illustrator of a story and define the role of each in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Author and illustrator.pdf: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.                             <ul style="list-style-type: none"> <li>- Andy's Adventures</li> <li>- Rex Is In a Fix</li> <li>- Little Monkey</li> </ul> </li> </ul>
<i>Integration of Knowledge and Ideas</i>		
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear. (e.g., what moment in a story an illustration depicts).	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Picture Story</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between picture and story.pdf: With prompting and support, describe the relationship between illustrations and the story in which they appear.                             <ul style="list-style-type: none"> <li>- 31 stories with various strategies such as Peek at the Story and Use Clues to Guess</li> </ul> </li> </ul>
8. (Not applicable to literature)		
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast.pdf: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.                             <ul style="list-style-type: none"> <li>- My Super Sticky Sandwich and Lumpy Mush</li> <li>- Lost Socks and Play Ball</li> <li>- At Camp and Family Vacation</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Reading and Level of Text Complexity</b>		
<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>		<ul style="list-style-type: none"> <li>• Group reading activities.pdf: All activities, provide opportunities for engagement in group reading.                             <ul style="list-style-type: none"> <li>- Key details</li> <li>- Story retelling</li> <li>- Identify story elements</li> <li>- Types of text</li> <li>- Author and illustrator</li> <li>- Relationship between picture and story</li> <li>- Compare and contrast</li> </ul> </li> </ul>
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details</b>		
<p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Sum Up—Five Ws</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: With prompting and support, ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- Seeing Fingers</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Sum Up—Five Ws</li> <li>• Look at Details</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main topic.pdf: With prompting and support, identify the main topic and retell key details of a text.                             <ul style="list-style-type: none"> <li>- Seeing Fingers</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
<p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<ul style="list-style-type: none"> <li>• Books: Fawn Eyes; What Is a Cloud?; Seeing Fingers; Legs; Opposites; Pairs; Watch the Woolly Worm</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Connection between events.pdf: With prompting and support, describe the connection between two events, ideas or pieces of information in a text.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Think With Me</li> <li>- Growing Flowers</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Craft and Structure</b>		
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop up with an illustration.	
RI.K.5. Identify the front cover, back cover, and title page of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>• Parts of a book.pdf: Identify the front cover, back cover, and title page of a book.                             <ul style="list-style-type: none"> <li>- Fawn Eyes</li> <li>- What Is a Cloud?</li> <li>- Legs</li> </ul> </li> </ul>
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the author and illustrator.pdf: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.                             <ul style="list-style-type: none"> <li>- Fawn Eyes</li> <li>- What Is a Cloud?</li> <li>- A Story In the Snow</li> </ul> </li> </ul>
<b>Integration of Knowledge and Ideas</b>		
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Relating pictures and text.pdf: With prompting and support, describe the relationship between illustrations and the text in which they appear.                             <ul style="list-style-type: none"> <li>- Opposites</li> <li>- Watch the Woolly Worm</li> <li>- A Story in the Snow</li> </ul> </li> </ul>
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>• Book: What Is a Cloud?</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting ideas with reason.pdf: With prompting and support, identify the reasons an author gives to support points in a text.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Think With Me</li> </ul> </li> </ul>
RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>• Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>• Find the similarity between two texts.pdf: With prompting and support, identify basic similarities in and differences between two texts on the same topic.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> <li>- Growing Flowers</li> <li>- Think With Me</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Reading and Level of Text Complexity</b>		
RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Group reading activities.pdf: All reading activities provide opportunities for engagement in group reading.                             <ul style="list-style-type: none"> <li>Key details</li> <li>Identify main topic</li> <li>Connection between events</li> <li>Parts of a book</li> <li>Identifying the author and illustrator</li> <li>Relating pictures and text</li> <li>Supporting ideas with reason</li> <li>Find the similarity between two texts</li> </ul> </li> </ul>
<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>		
<b>Print Concepts</b>		
RF.K.1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Follow words.pdf: Follow words from left to right, top to bottom, and page-by-page.                             <ul style="list-style-type: none"> <li>Print Directionality</li> </ul> </li> </ul>
RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> <li>Letters Make Words</li> <li>Picture Story</li> <li>Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing written words.pdf: Recognize that spoken words are represented in written language by specific sequence of letters.                             <ul style="list-style-type: none"> <li>Map Text to Speech 1</li> <li>Map Text to Speech 2</li> </ul> </li> </ul>
RF.K.1c. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>Understanding spaces in print.pdf: Understand that words are separated by spaces in print.                             <ul style="list-style-type: none"> <li>Print Concepts</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Print Concepts continued</i>		
<p>RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Pick the Letter (Letter Checker)</li> <li>• Letter Match (Alphabet Review)</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet.                             <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul>
<b>Phonological Awareness</b>		
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p>	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words (Rhyming Words Song)</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- "Down by the Bay"</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul>
<p>RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>
<p>RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes (Blend Individual Phonemes)</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonological Awareness continued</i>		
RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<ul style="list-style-type: none"> <li>• Initial Sounds</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).                             <ul style="list-style-type: none"> <li>- Segmenting</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>
RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> </ul>	
<i>Phonics and Word Recognition</i>		
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> </ul>	
RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> <li>• Vowel Songs: Apples and Bananas; Old MacDonald’s Vowel Song</li> <li>• Letter Sound Songs</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Major Vowels.pdf: Associate the long and short sounds with common spelling (graphemes) for the five major vowels.                             <ul style="list-style-type: none"> <li>- Phonics and Word Recognition</li> <li>- Long and Short Vowel Cards</li> </ul> </li> </ul>
RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics and Word Recognition</b> <i>continued</i>		
RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• One Doesn't Rhyme</li> <li>• Finish the Picture</li> <li>• Circus Clown Climbers</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> <li>• Choose a Sound</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Where Is the Sound?</li> </ul>	
<b>Fluency</b>		
RF.K.4. Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read emergent-reader texts with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Decodable Books: A Mat, Lil, Nan and the Ham, The Hat</li> </ul> </li> </ul>
<b>WRITING STANDARDS</b>		
<b>Text Types and Purposes</b>		
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is..).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is. . . ).                             <ul style="list-style-type: none"> <li>- Write With Me</li> </ul> </li> </ul>
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.                             <ul style="list-style-type: none"> <li>- Fawn Eyes</li> <li>- A Story in the Snow</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Text Types and Purposes <i>continued</i></b>		
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                             <ul style="list-style-type: none"> <li>- The Germs</li> <li>- Lumpy Mush</li> </ul> </li> </ul>
<b>Production and Distribution of Writing</b>		
4. Begins in grade 3.		
<p>W.K.5. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.</p>		<ul style="list-style-type: none"> <li>• Editing.pdf: With guidance and support, respond to questions and suggestions from peer and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>- Family Vacation Creative Writing</li> </ul> </li> </ul>
<p>W.K.6. With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing.</p>	<p>Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p>	
<b>Research to Build and Present Knowledge</b>		
<p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>		<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                             <ul style="list-style-type: none"> <li>- Think and Write Activity</li> <li>- I Go...</li> <li>- At Camp</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Research to Build and Present Knowledge</b> <i>continued</i>		
<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Step Into the Story</li> <li>• Find an Answer</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.                             <ul style="list-style-type: none"> <li>- Andy's Adventures</li> <li>- At Camp</li> <li>- I Go...</li> <li>- Together</li> <li>- Opposites</li> </ul> </li> </ul>
9. Begins in grade 4.		
<b>Range of Writing</b>		
10. Begins in grade 3.		
<b>SPEAKING AND LISTENING STANDARDS</b>		
<b>Comprehension and Collaboration</b>		
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.</p>	<ul style="list-style-type: none"> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> <li>• Speaking and listening.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>
<p>SL.K.1b. Continue a conversation through multiple exchanges.</p>		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Continue a conversation through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Speaking and Listening—Taking Turns</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Comprehension and Collaboration</b> <i>continued</i>		
<p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>		<ul style="list-style-type: none"> <li>• Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.                             <ul style="list-style-type: none"> <li>- My Super Sticky Sandwich</li> <li>- Ooey, Goey Mud</li> <li>- The Alligator in the Library</li> <li>- Lost Socks</li> <li>- Moving Day</li> <li>- Mine</li> </ul> </li> </ul>
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying information.pdf: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.                             <ul style="list-style-type: none"> <li>- My Super Sticky Sandwich</li> <li>- Ooey, Goey Mud</li> <li>- The Alligator in the Library</li> <li>- Lost Socks</li> <li>- Moving Day</li> <li>- Mine</li> </ul> </li> </ul>
<b>Presentation of Knowledge and Ideas</b>		
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>	<ul style="list-style-type: none"> <li>• Look At Details</li> </ul>	<ul style="list-style-type: none"> <li>• Describing things.pdf: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> </ul>
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> <li>• Expressing ideas through pictures.pdf: Add drawings or other visual displays to descriptions as desired to provide additional details.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> </ul>
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>		<ul style="list-style-type: none"> <li>• Speaking to express ideas.pdf: Speak audibly and express thoughts, feelings, and ideas clearly.                             <ul style="list-style-type: none"> <li>- My Favorite Things</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE STANDARDS</b>		
Conventions of Standard English		
L.K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Similarities and Differences in Letters</li> <li>• Letter Match (Alphabet Review)</li> </ul>	<ul style="list-style-type: none"> <li>• Printing upper- and lowercase.pdf: Print many upper and lowercase letters.                             <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> </ul>
L.K.1b. Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> <li>• Nouns</li> <li>• Verbs</li> </ul>	
L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One</li> <li>• Nouns</li> <li>• Plural Nouns</li> </ul>	
L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>• Sum Up—Five Ws</li> </ul>	
L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>- Prepositions</li> </ul> </li> </ul>
L.K.1f. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> <li>• Songs: What is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Complete sentences.pdf: Produce and expand complete sentences in shared language activities.                             <ul style="list-style-type: none"> <li>- Making Up Sentences</li> </ul> </li> </ul>
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize the first word in a sentence and the pronoun I.                             <ul style="list-style-type: none"> <li>- “I Like Kites” Punctuation</li> </ul> </li> </ul>
L.K.2b. Recognize and name end punctuation.	<ul style="list-style-type: none"> <li>• Songs: What is a Sentence?; Sentence Marks</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation.pdf: Recognize and name end punctuation.                             <ul style="list-style-type: none"> <li>- “I Like Kites” Punctuation</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English <i>continued</i></b>		
L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).                             <ul style="list-style-type: none"> <li>- Capital Letter Formation</li> <li>- Lowercase Letter Formation</li> <li>- Block Letter</li> <li>- Letter Picture Handwriting</li> </ul> </li> </ul>
L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Barnyard Bash</li> </ul>	<ul style="list-style-type: none"> <li>• Simple phonetic spelling.pdf: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                             <ul style="list-style-type: none"> <li>- Spelling by Sound Activity</li> </ul> </li> <li>• Write consonants and short-vowels.pdf: Write a letter or letters for most consonant and short-vowel sounds (phonemes).                             <ul style="list-style-type: none"> <li>- Spelling by Sound Activity</li> </ul> </li> </ul>
<b>Knowledge of Language</b>		
3. Begins in grade 2.		
<b>Vocabulary Acquisition and Use</b>		
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. 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.	<ul style="list-style-type: none"> <li>• Identify new meanings for words.pdf: Identify new meanings for familiar words and apply them accurately.                             <ul style="list-style-type: none"> <li>- One Word, Two Meanings</li> </ul> </li> </ul>
L.K.4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<ul style="list-style-type: none"> <li>• Song: More Than One</li> <li>• Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently occurring inflections and affixes.pdf: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>• Sort</li> <li>• Make Comparisons</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Common object sorting.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent.                             <ul style="list-style-type: none"> <li>- Object Sort</li> </ul> </li> </ul>
<p>L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Book: Opposites</li> <li>• Opposites</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Antonyms for verbs and adjectives.pdf: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                             <ul style="list-style-type: none"> <li>- Guess the Opposite</li> </ul> </li> </ul>
<p>L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>		<ul style="list-style-type: none"> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use (e.g., note places at school that are colorful).                             <ul style="list-style-type: none"> <li>- Make Connections</li> </ul> </li> </ul>
<p>L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>		<ul style="list-style-type: none"> <li>• Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.                             <ul style="list-style-type: none"> <li>- Shades-of-Meaning Charades</li> </ul> </li> </ul>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Vocab Introduction</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>	



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE ONE</b>		
<b>READING STANDARDS FOR LITERATURE</b>		
<b>Key Ideas and Details</b>		
RL.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Ask a Question</li> <li>• Sum Up—Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: Ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
RL.1.2a. Retell stories, including key details.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Sum Up—Remember Order</li> <li>• Sum Up—Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
RL.1.2b. Recognize and understand the central message or lesson.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Sum Up—Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling.pdf: Retell stories, including key details, and demonstrate understanding of their central message or lesson.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
RL.1.3. Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Sum Up—Remember Order</li> <li>• Sum Up—Five Ws</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the story.pdf: Describe characters, settings, and major events in a story, using key details.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> </ul> </li> </ul>
<b>Craft and Structure</b>		
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings and senses.pdf: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.                             <ul style="list-style-type: none"> <li>- Lizard and the Painted Rock</li> <li>- The Big Mitten</li> <li>- The City and the Country Mouse</li> <li>- La Tortuga</li> <li>- The Shoemaker and the Elves</li> <li>- The Brothers</li> <li>- The Ugly Duckling</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Information vs stories.pdf: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                             <ul style="list-style-type: none"> <li>- Text Type Activity—Narrative Text</li> <li>- Text Type Activity—Informational Text</li> <li>- How to Grow a Garden</li> </ul> </li> </ul>
RL.1.6. Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>• Books: The Brothers; The City Mouse and the Country Mouse; Mr. Lucky Straw; The Three Wishes; The Gingerbread Man; Lizard and the Painted Rock; The Shoemaker and the Elves</li> </ul>	<ul style="list-style-type: none"> <li>• Who is telling the story.pdf: Identify who is telling the story at various points in a text.                             <ul style="list-style-type: none"> <li>- Who Is the Speaker?</li> <li>- The Brothers</li> <li>- The City Mouse and the Country Mouse</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
<i>Integration of Knowledge and Ideas</i>		
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Recall Details</li> <li>• Sum Up—Five Ws</li> <li>• Sum Up—Remember Order</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the story.pdf: Use illustrations and details in a story to describe its characters, setting, or events.                             <ul style="list-style-type: none"> <li>- The Gingerbread Man</li> <li>- The Little Red Hen</li> <li>- The City Mouse and the Country Mouse</li> <li>- The Brothers</li> </ul> </li> </ul>
8. (Not applicable to literature)		
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Traditional Tales (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Character experiences.pdf: Compare and contrast the adventures and experiences of characters in stories.                             <ul style="list-style-type: none"> <li>- The City Mouse and the Country Mouse</li> </ul> </li> </ul>
<i>Range of Reading and Level of Text Complexity</i>		
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Imagine Beyond</li> <li>• Traditional Tales</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>		
Key Ideas and Details		
RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Ask a Question</li> <li>• Sum Up—Five Ws</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Key details_1.pdf: Ask and answer questions about key details in a text.                             <ul style="list-style-type: none"> <li>- Water is All Around</li> <li>- Animal Bodies</li> <li>- I Wish I Had Ears Like a Bat</li> <li>- I Want to Be a Scientist Like Jane Goodall</li> <li>- I Want to Be a Scientist Like George Washington Carver</li> <li>- I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>
RI.1.2. Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>• Recall Details</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the main topic.pdf: Identify the main topic and retell key details of a text.                             <ul style="list-style-type: none"> <li>- Water is All Around</li> <li>- Animal Bodies</li> <li>- I Wish I Had Ears Like a Bat</li> <li>- I Want to Be a Scientist Like Jane Goodall</li> <li>- I Want to Be a Scientist Like George Washington Carver</li> <li>- I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Compare Characters</li> <li>• Build Knowledge</li> <li>• Recall Details</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting ideas.pdf: Describe the connection between two individuals, ideas, or pieces of information in a text.                             <ul style="list-style-type: none"> <li>- Making Connections: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> </ul> </li> </ul>
Craft and Structure		
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop up with an illustration. <ul style="list-style-type: none"> <li>• Books: Animal Bodies; Star Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.                             <ul style="list-style-type: none"> <li>- Animal Bodies</li> <li>- Star Pictures</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<ul style="list-style-type: none"> <li>Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>Locating key facts.pdf: Know and use various text features to locate key facts or information in a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Pulling information from a picture or text.pdf: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                             <ul style="list-style-type: none"> <li>Star Pictures</li> </ul> </li> </ul>
<i>Integration of Knowledge and Ideas</i>		
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Finding key information.pdf: Use the illustrations and details in a text to describe its key ideas.                             <ul style="list-style-type: none"> <li>Star Pictures</li> </ul> </li> </ul>
RI.1.8. Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying supporting points.pdf: Identify the reasons an author gives to support points in a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Find the similarity between two texts.pdf: Identify basic similarities and differences between two texts on the same topic.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> <li>Growing Flowers</li> </ul> </li> </ul>
<i>Range of Reading and Level of Text Complexity</i>		
RI.1.10. With prompting and support read informational texts appropriately complex for grade 1.	<ul style="list-style-type: none"> <li>Informational Books: Water is All Around; Animal Bodies; Star Pictures; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Orville and Wilbur Wright; I Wish I Had Ears Like a Bat</li> </ul>	<ul style="list-style-type: none"> <li>Informational reading.pdf: With prompting and support, read informational texts appropriately complex for grade 1.                             <ul style="list-style-type: none"> <li>Water is All Around</li> <li>Animal Bodies</li> <li>I Wish I Had Ears Like a Bat</li> <li>I Want to Be a Scientist Like Jane Goodall</li> <li>I Want to Be a Scientist Like George Washington Carver</li> <li>I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>		
<b>Print Concepts</b>		
<p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> <li>• Songs: What Is a sentence?; Capital Letters; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence features.pdf: Recognize the distinguishing features of a sentence.                             <ul style="list-style-type: none"> <li>- Sentence Strips</li> <li>- Language Concepts</li> </ul> </li> </ul>
<b>Phonological Awareness</b>		
<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<ul style="list-style-type: none"> <li>• Songs: Sneaky Magic E; Vowels Side by Side; Old MacDonald’s Vowel Song; Apples and Bananas; Eensy, Weensy Mouse</li> <li>• Letter Sound</li> <li>• Name That Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Long vs short vowel sounds.pdf: Distinguish long from short vowel sounds in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>- Phonics and Word Recognition</li> <li>- Long and Short Vowel Cards</li> </ul> </li> </ul>
<p>RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<ul style="list-style-type: none"> <li>• Song: Consonants Together</li> <li>• Blend Phonemes (Blend Individual Phonemes)</li> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> <li>• Word Blending</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Form words by blending sounds.pdf: Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.                             <ul style="list-style-type: none"> <li>- Blending: Onset-Rime</li> <li>- Phoneme Blending</li> <li>- Sound Sense Bingo Cards</li> </ul> </li> </ul>
<p>RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting words.pdf: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.                             <ul style="list-style-type: none"> <li>- Segmenting: First Phoneme</li> <li>- Segmenting: Last Phoneme</li> <li>- Phoneme Categorization</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonological Awareness continued</i>		
<p>RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting words into phonemes.pdf: Segment spoken single-syllable words into their complete sequence of individual sounds.                             <ul style="list-style-type: none"> <li>- Counting Individual Phonemes</li> <li>- Phoneme Segmentation</li> <li>- Sound Sense Playing Cards</li> </ul> </li> </ul>
<i>Phonics and Word Recognition</i>		
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<ul style="list-style-type: none"> <li>• 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; Where is a Whale?</li> <li>• Word Mastery</li> <li>• Sound Room-Digraphs</li> <li>• Pattern Hunt</li> <li>• Spell and Blend</li> <li>• Name That Sound</li> <li>• Word Pattern Spelling</li> <li>• Letter Sound Screening</li> <li>• Word Blending</li> <li>• Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <li>- Consonant Blending: -ck, cl-, spl</li> <li>- Pattern Word Blending: -uff</li> <li>- Pattern Word Blending: -ash</li> <li>- Sounds Fun!</li> </ul> </li> </ul>
<p>RF.1.3b. Decode regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>• Songs: Consonants Together; Sneaky Magic E; C and G; Key Words</li> <li>• Word Mastery</li> <li>• Letter Sound</li> <li>• Name That Sound</li> <li>• Watch Me Read</li> <li>• Key Word Match</li> <li>• Pattern Hunt</li> <li>• Spell and Blend</li> <li>• Word Construction</li> <li>• Word Pattern Spelling</li> <li>• Say and Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Decode regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Readable Books/Letter Patterns Activities Chart</li> <li>- Pattern Word Blending</li> <li>- Consonant Blending</li> <li>- Pattern Word Building</li> <li>- Digraphs:-tch, ch</li> <li>- Pattern Word Games</li> <li>- Reading Tricks</li> <li>- Word Building Activity</li> <li>- Letter Cards</li> <li>- Key Word Cards</li> <li>- Unit Worksheets</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonics and Word Recognition continued</i>		
RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds.	<ul style="list-style-type: none"> <li>• Songs: Eensy, Weensy Mouse; Key Words; Sneaky Magic E; Vowels Side by Side</li> <li>• Key Word Match</li> <li>• Word Construction</li> <li>• Word Pattern</li> <li>• Pattern Hunt</li> <li>• Word Blending</li> <li>• Word Mastery Games</li> <li>• Mystery Words</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Long vowel words ending in e.pdf: Know final -e and common vowel team conventions for representing long vowel sounds.                             <ul style="list-style-type: none"> <li>- Pattern Word Building</li> <li>- Word Study Introduction</li> <li>- Spelling</li> </ul> </li> </ul>
RF.1.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Compound Words</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship of vowel to syllable.pdf: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.                             <ul style="list-style-type: none"> <li>- Syllable Segmentation</li> </ul> </li> </ul>
RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Two-syllable letter patterns.pdf: Decode two-syllable words following basic patterns by breaking the words into syllables.                             <ul style="list-style-type: none"> <li>- Reading Trick: Key Word Match</li> <li>- Reading Trick: Pattern Hunt</li> <li>- Reading Trick: Mystery Word</li> </ul> </li> </ul>
RF.1.3f. Read words with inflectional endings.	<ul style="list-style-type: none"> <li>• Songs: Blicky Licky Land; Drop Magic E; Double the Fun; More Than One; Put It at the End; Let's Compare</li> <li>• The Three Sounds of -ED</li> <li>• Suffixes</li> <li>• Comparatives</li> </ul>	<ul style="list-style-type: none"> <li>• Inflectional endings.pdf: Read words with inflectional endings.                             <ul style="list-style-type: none"> <li>- Pattern Word Building: Double the Letter</li> <li>- Language Concept: Plural Nouns</li> </ul> </li> </ul>
RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Word Mastery</li> <li>• Power Words</li> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly spelled words.pdf: Recognize and read grade-appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Say, Spell, Write</li> <li>- Power Word Cards</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Fluency</b>		
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> <li>• Reading Tutorial</li> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> <li>• Fluency Speed</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- Waterford Books</li> </ul> </li> </ul>
RF.1.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> <li>• Reading Tutorial</li> <li>• Readable Books</li> <li>• Traditional Tales (See titles at end of document.)</li> <li>• Expression Instruction</li> <li>• Fluency Speed</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Readable Books Chart</li> <li>- Repeated Readings</li> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>• Song: Look for a Clue</li> <li>• Rusty and Rosy’s Clues</li> <li>• Mystery Words</li> <li>• Use a Clue</li> <li>• Watch Me Read</li> </ul>	<ul style="list-style-type: none"> <li>• Word recognition.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>- Use-a-clue</li> </ul> </li> </ul>
<b>WRITING STANDARDS</b>		
<b>Text Types and Purposes</b>		
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> <li>• Play and Practice Tutorial</li> <li>• Play and Practice: Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Opinion Writing Activities</li> </ul> </li> </ul>
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<ul style="list-style-type: none"> <li>• Play and Practice Tutorial</li> <li>• Play and Practice: Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Topical Writing Activities</li> </ul> </li> </ul>
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> <li>• Play and Practice Tutorial</li> <li>• Play and Practice: Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.                             <ul style="list-style-type: none"> <li>- Narrative Writing Activities</li> </ul> </li> </ul>



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Production and Distribution of Writing</b>		
4. Begins in grade 3.		
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		<ul style="list-style-type: none"> <li>Editing.pdf: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.                             <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Waterford Early Learning includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	
<b>Research to Build and Present Knowledge</b>		
W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		<ul style="list-style-type: none"> <li>Collaborative writing.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions).                             <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Recalling information.pdf: Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions).                             <ul style="list-style-type: none"> <li>The Writing Process (including Proofreading Chart)</li> </ul> </li> </ul>
9. Begins in grade 4.		
<b>Range of Writing</b>		
10. Begins in grade 3.		

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SPEAKING AND LISTENING STANDARDS</b>		
Comprehension and Collaboration		
<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>		<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
<p>SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
<p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions.pdf: Ask questions to clear up any confusion about the topics and texts under discussion.                             <ul style="list-style-type: none"> <li>- Discussion Rules Activity</li> </ul> </li> </ul>
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• Recall Details</li> <li>• Sum Up—Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>- The Three Little Pigs</li> <li>- Anansi and the Seven Yarn Hills</li> <li>- Mr. Lucky Straw</li> </ul> </li> </ul>
<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• Recall Details</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering additional information through questions. pdf: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.                             <ul style="list-style-type: none"> <li>- Ask and Answer Activity</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Presentation of Knowledge and Ideas</b>		
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant details to express ideas and feelings. pdf: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                             <ul style="list-style-type: none"> <li>- Ask and Answer Activity</li> </ul> </li> </ul>
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                             <ul style="list-style-type: none"> <li>- Visual Aids and Recording Activity</li> </ul> </li> </ul>
SL.1.6. Produce complete sentences when appropriate to task, audience, and situation.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence production.pdf: All activities in Speaking and Listening provide opportunities to practice producing complete sentences.                             <ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Conversation building</li> <li>- Ask questions</li> <li>- Key details</li> </ul> </li> <li>• Gathering additional information through questions</li> <li>• Use relevant details to express ideas and feelings</li> <li>• Expressing ideas through pictures</li> </ul>
<b>LANGUAGE STANDARDS</b>		
<b>Conventions of Standard English</b>		
L.1.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Legibly print all upper- and lowercase letters.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Print all upper- and lowercase letters.pdf: Print all upper- and lowercase letters.                             <ul style="list-style-type: none"> <li>- Letter Picture Handwriting (Aa-Zz)</li> </ul> </li> </ul>
L.1.1b. Use common, proper, and possessive nouns.	<ul style="list-style-type: none"> <li>• Songs: Apostrophe Pig; Nouns</li> <li>• Nouns</li> <li>• Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns.pdf: Use common, proper, and possessive nouns.                             <ul style="list-style-type: none"> <li>- Skill Builder Song: “Nouns”</li> <li>- Nouns</li> </ul> </li> </ul>
L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<ul style="list-style-type: none"> <li>• Songs: More Than One; Nouns; What is a Sentence?</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Singular and Plural nouns.pdf: Use singular and plural nouns with matching verbs in basic sentences.                             <ul style="list-style-type: none"> <li>- Plural Nouns</li> <li>- Verbs and Nouns</li> <li>- Verb Endings</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Conventions of Standard English continued</i>		
L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	<ul style="list-style-type: none"> <li>• Song: Pronouns</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns.pdf: Use personal, possessive, and indefinite pronouns.                             <ul style="list-style-type: none"> <li>- Pronouns</li> </ul> </li> </ul>
L.1.1e. 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).	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday; Verbs</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs.pdf: Use verbs to convey a sense of past, present, and future.                             <ul style="list-style-type: none"> <li>- Verbs</li> </ul> </li> </ul>
L.1.1f. Use frequently occurring adjectives.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives.pdf: Use frequently occurring adjectives.                             <ul style="list-style-type: none"> <li>- Who Am I?</li> <li>- Adjectives</li> </ul> </li> </ul>
L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).		<ul style="list-style-type: none"> <li>• Conjunctions.pdf: Use frequently occurring conjunctions.                             <ul style="list-style-type: none"> <li>- Conjunctions</li> </ul> </li> </ul>
L.1.1h. Use determiners (e.g., articles, demonstratives).		<ul style="list-style-type: none"> <li>• Determiners.pdf: Use determiners.                             <ul style="list-style-type: none"> <li>- Determiners</li> </ul> </li> </ul>
L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions.pdf: Use frequently occurring prepositions.                             <ul style="list-style-type: none"> <li>- Preposition</li> </ul> </li> </ul>
L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and compound sentences.pdf: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.                             <ul style="list-style-type: none"> <li>- Types of Sentences</li> <li>- Skill Builder Song</li> </ul> </li> </ul>
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.	<ul style="list-style-type: none"> <li>• Songs: Capital Letters (Proper Nouns)(Days)</li> <li>• Edit Capitals</li> <li>• Edit Calendar Capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization.pdf: Capitalize the dates and names of people.                             <ul style="list-style-type: none"> <li>- Capitalization</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English <i>continued</i></b>		
L.1.2b. Use end punctuation for sentences.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Edit End Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation.pdf: Use end punctuation for sentences.                             <ul style="list-style-type: none"> <li>- A Closer Look</li> <li>- What's My Sentence?</li> <li>- Sentence Strips</li> <li>- Punctuation</li> <li>- Sentences</li> </ul> </li> </ul>
L.1.2c. Use commas in dates and to separate single words in a series.	<ul style="list-style-type: none"> <li>• Songs: Comma, Comma, Comma; What is a Sentence?; Sentence Marks</li> <li>• Edit Commas</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Commas.pdf: Use commas in dates and to separate single words in a series.                             <ul style="list-style-type: none"> <li>- Commas</li> </ul> </li> </ul>
L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<ul style="list-style-type: none"> <li>• Song: Double the Fun</li> <li>• Double the Fun</li> <li>• Word Pattern</li> <li>• Spell and Blend</li> <li>• Word Blending</li> <li>• Say and Trace</li> <li>• Spelling Scramble</li> </ul>	
L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Spelling Scramble</li> <li>• Spell and Blend</li> <li>• Word Blending</li> <li>• Word Pattern</li> <li>• Say and Trace</li> <li>• Word Pattern Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know the spelling-sound correspondences for common consonant digraphs.                             <ul style="list-style-type: none"> <li>- Consonant Blending: -ck, cl-, spl</li> <li>- Pattern Word Blending: -uff</li> <li>- Pattern Word Blending: -ash</li> <li>- Sounds Fun!</li> </ul> </li> </ul>
<b>Knowledge of Language</b>		
3. Begins in grade 2.		

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary Acquisition and Use</b>		
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>• Song: Look for a Clue</li> <li>• Books: Animal Bodies; Star Pictures</li> <li>• Use a Clue</li> <li>• Rusty and Rosy’s Clues</li> <li>• Readable Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>• Identify meaning of words and phrases.pdf: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.                             <ul style="list-style-type: none"> <li>- Animal Bodies</li> <li>- Star Pictures</li> </ul> </li> <li>• Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.                             <ul style="list-style-type: none"> <li>- Can Matilda Get the Cheese?</li> <li>- What Is in the Tree?</li> <li>- Will You Play with Me?</li> </ul> </li> </ul>
<p>L.1.4b. Use frequently occurring affixes (prefixes and suffixes) as a clue to the meaning of a word.</p>	<ul style="list-style-type: none"> <li>• Songs: More Than One; Double the Fun; Put It At the Front; Put It At the End</li> <li>• Double the Fun</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Clues of frequently occurring affixes.pdf: Use frequently occurring affixes as a clue to the meaning of a word.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>
<p>L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> <li>• Song: Tricky Y to I</li> <li>• Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently occurring root words.pdf: Identify frequently occurring root words and their inflectional forms.                             <ul style="list-style-type: none"> <li>- Affixes and Inflections</li> </ul> </li> </ul>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>• Book: The Birds, the Beast, and the Bat</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting common objects into categories.pdf: Sort common objects into categories to gain a sense of the concepts the categories represent.                             <ul style="list-style-type: none"> <li>- Sorting Objects</li> </ul> </li> </ul>
<p>L.1.5b. 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).</p>		<ul style="list-style-type: none"> <li>• Defining words.pdf: Define words by category and by one or more key attributes.                             <ul style="list-style-type: none"> <li>- Sorting Objects</li> </ul> </li> </ul>
<p>L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Readable Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use.                             <ul style="list-style-type: none"> <li>- Making Connections</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>L.1.5d. 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.</p>	<ul style="list-style-type: none"> <li>• Songs: Synonym Tree; Adjectives Describe; Verbs</li> <li>• Synonyms</li> <li>• Adjectives</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish meaning among verbs.pdf: Distinguish shades of meaning among verbs differing in matter and adjectives differing in intensity by defining or choosing them or by acting out the meanings.                             <ul style="list-style-type: none"> <li>- Shades of Meaning: Verbs and Adjectives</li> </ul> </li> </ul>
<p>L.1.6. 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).</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Readable Books</li> <li>• Informational Books</li> <li>• Traditional Tales</li> </ul> <p>(See titles at end of document.)</p>	
<b>GRADE TWO</b>		
<b>READING STANDARDS FOR LITERATURE</b>		
<i>Key Ideas and Details</i>		
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up—Five Ws</li> <li>• Sum Up—Remember Order</li> <li>• Compare Characters</li> <li>• Map the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                             <ul style="list-style-type: none"> <li>- 52 online books to practice strategies for understanding.</li> </ul> </li> </ul>
<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p> <ul style="list-style-type: none"> <li>• Sum Up—Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Moral of the story.pdf: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.                             <ul style="list-style-type: none"> <li>- Why Wind and Water Fight</li> <li>- The Snow Lion</li> <li>- How Rivers Began</li> <li>- The Story of Tong and Mai Nhia</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Key Ideas and Details continued</i>		
RL.2.3. Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters: Why Wind and Water Fight</li> <li>• Map the Story</li> <li>• Sum Up—Remember Order</li> <li>• Sum Up—Five Ws</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• How characters are affected by story events.pdf: Describe how characters in a story respond to major events and challenges.                             <ul style="list-style-type: none"> <li>- What if You Were an Octopus?</li> <li>- Why Wind and Water Fight</li> </ul> </li> </ul>
<i>Craft and Structure</i>		
RL.2.4. Describe how words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines.) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> <li>• Books: Bad News Shoes; I Hate Peas; Movin’ to the Music</li> <li>• Expression: Phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm.pdf: Describe how words and phrases supply rhythm and meaning in a story, poem or song.                             <ul style="list-style-type: none"> <li>- Poetry Book 1</li> <li>- Poetry Book 2</li> <li>- Bad News Shoes</li> <li>- Movin’ to the Music Time</li> <li>- Winter Snoozers</li> </ul> </li> </ul>
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> <li>• Song: Reading Detective</li> <li>• Sum Up—Remember Order</li> <li>• Map the Story</li> </ul>	
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> <li>• Books: Why Wind and Water Fight; Three Billy Goats Gruff</li> <li>• Compare Characters</li> <li>• Expression: Quotations</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view.pdf: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.                             <ul style="list-style-type: none"> <li>- Story Structure Activity</li> </ul> </li> </ul>
<i>Integration of Knowledge and Skills</i>		
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up—Remember Order</li> <li>• Peek at the Story</li> <li>• Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding characters, setting, or plot.pdf: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                             <ul style="list-style-type: none"> <li>- 27 online books to demonstrate understanding characters, setting, and plot.</li> </ul> </li> </ul>
8. (Not applicable to literature.)		



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Integration of Knowledge and Skills</b> <i>continued</i>		
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories.) by different authors or from different cultures.	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Read-Along Books</li> <li>• Traditional Tales</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast.pdf: Compare and contrast two or more versions of the same story by different authors or from different cultures.                             <ul style="list-style-type: none"> <li>- Story Variations Activity</li> </ul> </li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>• Reading Detective (Peek at the Story/Check My Guess)</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>(See titles at end of document.)</li> <li>• Sum Up—Five Ws</li> <li>• Build Knowledge</li> <li>• Sum Up—Remember Order</li> <li>• Map the Story</li> <li>• Fluency Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- 30 online books with Comprehension Discussion Activities</li> </ul> </li> </ul>
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details</b>		
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Map the Story</li> <li>• Sum Up—Remember Order</li> <li>• Reading Detective (Peek at the Story/Check My Guess)</li> <li>• Informational Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Who, what, where, when, and why.pdf: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                             <ul style="list-style-type: none"> <li>- Vocabulary Match: Islands and Volcanoes</li> <li>- Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> <li>• Informational Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main topic.pdf: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.                             <ul style="list-style-type: none"> <li>- Great White Bird</li> <li>- The Talking Lizard</li> <li>- Winter Snoozers</li> <li>- The Courage to Learn</li> <li>- The Bee's Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Key Ideas and Details continued</i>		
<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<ul style="list-style-type: none"> <li>• Books: The Piñata Book; The Pizza Book; Dinosaur Bones; The Courage to Learn; I Want to Be a Scientist Like...Thomas Edison; Stephen Hawking; Alexander von Humboldt; I Want to Be a Mathematician Like...Sophie Germain; Thales; Archimedes; Ada Byron Lovelace</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Connection between events.pdf: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.                             <ul style="list-style-type: none"> <li>- Louis Braille</li> <li>- Reaching Above</li> <li>- The Courage to Learn</li> <li>- Discovering Dinosaurs</li> </ul> </li> </ul>
<i>Craft and Structure</i>		
<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi’s Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Find the meaning of a word.pdf: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.                             <ul style="list-style-type: none"> <li>- Vocabulary Match: Islands and Volcanoes</li> <li>- Vocabulary Match: Tornadoes</li> </ul> </li> </ul>
<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons.) to locate key facts or information in a text efficiently.</p>	<ul style="list-style-type: none"> <li>• Reading Detective (Build Vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• Locating key facts.pdf: Know and use various text features to locate key facts or information in a text efficiently.                             <ul style="list-style-type: none"> <li>- How to Grow a Garden</li> </ul> </li> </ul>
<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main purpose of a text.pdf: Identify the main purpose of a text, including what the author wants to answer, explain or describe.                             <ul style="list-style-type: none"> <li>- Great White Bird</li> <li>- The Pizza Book</li> <li>- The Piñata Book</li> <li>- The Talking Lizard</li> <li>- The Courage to Learn</li> <li>- The Bee’s Secret</li> <li>- Reaching Above</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Integration of Knowledge and Skills</b>		
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works.) contribute to and clarify a text.	<ul style="list-style-type: none"> <li>Books: Sound; Treasures From the Loom; Discovering Dinosaurs; The Piñata Book; Water; The Pizza Book</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying with pictures.pdf: Explain how specific images contribute to and clarify a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
RI.2.8. Describe how reasons or evidence support specific points the author makes in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Supporting ideas with reason.pdf: Describe how reasons support specific points the author makes in a text.                             <ul style="list-style-type: none"> <li>How to Grow a Garden</li> </ul> </li> </ul>
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Louis Braille and Seeing Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast.pdf: Compare and contrast the most important points presented by two texts on the same topic.                             <ul style="list-style-type: none"> <li>Venn Diagram Activity: Penguins and Falcons</li> </ul> </li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>Informational Books: Sound; White-tailed Deer; the Talking Lizard; Water; Sequoyah’s Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; The Bee’s Secret; Reaching Above; Your Backyard; Fossils Under Our Feet; Water; Inventions All Around; I Want to Be a Scientist Like... Thomas Edison, Stephen Hawking, Alexander von Humboldt; I Want to Be a Mathematician Like... Sophie Germain, Thales, Archimedes, Ada Byron Lovelace</li> </ul>	
<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>		
<b>Print Concepts</b>		
1. Mastered in grade 1.		
<b>Phonological Awareness</b>		
2. Mastered in grade 1.		

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics and Word Recognition</b>		
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Readable Word Play</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> <li>• Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Long vs short vowel sounds.pdf: Distinguish long and short vowels when reading regularly spelled one-syllable words.                             <ul style="list-style-type: none"> <li>- Lesson 1: /ā/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /ī/</li> <li>- Lesson 3: /ū/</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
<p>RF.2.3b. Know spelling-sound correspondences for additional common vowel teams.</p>	<ul style="list-style-type: none"> <li>• Songs: Bossy Mr. R; Sneaky Magic E; Vowels Side by Side; Eensy, Weensy Mouse</li> <li>• Readable Word Play</li> <li>• Make and Spell</li> <li>• All-Star Spelling</li> <li>• Guess the Word</li> <li>• Mystery Word Pinball</li> <li>• Spelling Instruction</li> <li>• Spelling Game</li> <li>• Word Recognition</li> <li>• Spell and Blend</li> <li>• Spelling Scramble</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling-sound correspondences.pdf: Know spelling-sound correspondences for additional common vowel teams.                             <ul style="list-style-type: none"> <li>- Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> <li>- Readable Check Sheets</li> </ul> </li> </ul>
<p>RF.2.3c. Decode regularly spelled two-syllable words with long vowels.</p>	<ul style="list-style-type: none"> <li>• Word Recognition</li> <li>• Automatic Word Recognition</li> <li>• Power Words</li> <li>• Readable Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• All-Star Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Two-syllable letter patterns.pdf: Decode regularly spelled two-syllable words with long vowels.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
<p>RF.2.3d. Decode words with common prefixes and suffixes.</p>	<ul style="list-style-type: none"> <li>• Songs: Put It at the Front; Put It at the End; Let's Compare; Tricky Y to I; Double the Fun</li> <li>• Word Work</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Comparatives</li> <li>• Change Y to I</li> </ul>	<ul style="list-style-type: none"> <li>• Prefix and suffix.pdf: Decode words with common prefixes and suffixes.                             <ul style="list-style-type: none"> <li>- Lesson 30: Prefixes and Suffixes</li> <li>- Invent a Word: Prefixes</li> <li>- Build a Word: Prefixes</li> <li>- Past Tense Verb</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonics and Word Recognition continued</i>		
RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> <li>• Word Work</li> <li>• Word Recognition</li> <li>• Power Words</li> <li>• Spelling</li> <li>• Spelling Exploration</li> <li>• All-Star Spelling</li> <li>• Make and Spell</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent words.pdf: Identify words with inconsistent but common spelling-sound correspondences.                             <ul style="list-style-type: none"> <li>- Spelling and Sounds Activity</li> </ul> </li> </ul>
RF.2.3f. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Word Recognition</li> <li>• Word Work</li> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Irregularly spelled words.pdf: Recognize and read appropriate irregularly spelled words.                             <ul style="list-style-type: none"> <li>- Lesson 1: /ī/</li> <li>- Lesson 2: /ō/</li> <li>- Lesson 3: /f/</li> <li>- Lesson 4: Irregular Plurals</li> </ul> </li> </ul>
<b>Fluency</b>		
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check.pdf: Read on-level text with purpose and understanding.                             <ul style="list-style-type: none"> <li>- 30 online books to practice reading with purpose and understanding</li> </ul> </li> </ul>
RF.2.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> <li>• Expression: Phrases; Quotations; Questions; Pauses; Exclamations</li> <li>• Read-Along Books</li> <li>• Fluency, Speed, and Comprehension Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency check.pdf: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>
RF.2.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>• Use a Clue</li> <li>• Mystery Words</li> <li>• Read-Along Books</li> <li>• Fluency, Comprehension, and Speed Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Using the root word to determine meaning.pdf: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                             <ul style="list-style-type: none"> <li>- Fluency Check Sheets</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING STANDARDS</b>		
<b>Text Types and Purposes</b>		
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also.) to connect opinion and reasons, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with opinions.pdf: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply the reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.                             <ul style="list-style-type: none"> <li>- Bad News Shoes</li> <li>- The Piñata Book</li> <li>- Winter Snoozers</li> </ul> </li> </ul>
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with facts.pdf: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- The Pizza Books</li> <li>- Little Tree</li> </ul> </li> </ul>
<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing narratives.pdf: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.                             <ul style="list-style-type: none"> <li>- 15 story examples with suggestions for student writing.</li> </ul> </li> </ul>
<b>Production and Distribution of Writing</b>		
4. Begins in grade 3.		
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<ul style="list-style-type: none"> <li>• Writing Introduction</li> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> <li>• Prewrite: Word Bank; Title; Mapping</li> <li>• First Draft</li> <li>• Revise: Add Details; Start Sentences Differently; Delete Extra Words; Use Interesting Words; Stick to the Topic</li> <li>• Edit: Spelling; Tricky Spelling; Capitals; Punctuation; End Punctuation; Commas</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Production and Distribution of Writing <i>continued</i></b>		
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> <li>• Word Processor Tutorial</li> <li>• Word Processor</li> </ul>	Writing resources offer suggestions for students to produce and publish writing using technology independently, as well as encouraging collaboration.
<b>Research to Build and Present Knowledge</b>		
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		<ul style="list-style-type: none"> <li>• Collaborative writing.pdf: Participate in shared research and writing projects.                             <ul style="list-style-type: none"> <li>- Noise? What Noise?</li> <li>- Discovering Dinosaurs</li> <li>- The Story Cloth</li> <li>- Little Tree</li> </ul> </li> </ul>
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling information.pdf: Recall information from experiences or gather information from provided sources to answer a question.                             <ul style="list-style-type: none"> <li>- All on the Same Earth</li> <li>- The Bee's Secret</li> </ul> </li> </ul>
9. Begins in grade 4		
<b>Range of Writing</b>		
10. Begins in grade 3.		
<b>SPEAKING AND LISTENING STANDARDS</b>		
<b>Comprehension and Collaboration</b>		
SL.1.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>• Class discussion.pdf: Follow agreed-upon rules for discussions.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Comprehension and Collaboration</b> <i>continued</i>		
SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.		<ul style="list-style-type: none"> <li>• Conversation building.pdf: Build on others' talk in conversations by linking their comments to the remarks of others.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.		<ul style="list-style-type: none"> <li>• Ask questions.pdf: Ask for clarification and further explanation as needed about the topics and texts under discussion.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Speed, and Comprehension Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Key details.pdf: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                             <ul style="list-style-type: none"> <li>- 45 online books for listening for key ideas and details</li> </ul> </li> </ul>
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		<ul style="list-style-type: none"> <li>• Gathering additional information through questions.pdf: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                             <ul style="list-style-type: none"> <li>- Ball Toss Activity</li> </ul> </li> </ul>
<b>Presentation of Knowledge and Ideas</b>		
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling.pdf: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                             <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>
SL.2.5. Create audio recordings of stories or poems with the guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Creating stories.pdf: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                             <ul style="list-style-type: none"> <li>- Visual Aids and Recording Activity</li> </ul> </li> </ul>



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Presentation of Knowledge and Ideas</b> <i>continued</i>		
<p>SL.2.6. Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Forming complete sentences.pdf: All Speaking and Listening activities, provide opportunities to practice producing complete sentences.                             <ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Conversation building</li> <li>- Ask questions</li> <li>- Key details</li> <li>- Gathering additional information through questions</li> <li>- Story telling</li> <li>- Creating stories</li> </ul> </li> </ul>
<b>LANGUAGE STANDARDS</b>		
<b>Conventions of Standard English</b>		
<p>L.2.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p>	<ul style="list-style-type: none"> <li>• Irregular Plurals</li> </ul>	
<p>L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<ul style="list-style-type: none"> <li>• Song: Strange Spelling</li> <li>• Book: Moose Are Not Meese</li> <li>• Irregular Plurals</li> <li>• Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular plural nouns.pdf: Form and use frequently occurring irregular plural nouns.                             <ul style="list-style-type: none"> <li>- Moose Are Not Meese</li> <li>- Plural Nouns</li> </ul> </li> </ul>
<p>L.2.1c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>.) and indefinite pronouns (e.g., <i>anyone, everything</i>).</p>	<ul style="list-style-type: none"> <li>• Song: Pronouns</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Reflexive pronouns.pdf: Use reflexive pronouns.                             <ul style="list-style-type: none"> <li>- Reflexive Pronouns</li> </ul> </li> </ul>
<p>L.2.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<ul style="list-style-type: none"> <li>• Song: Irregular Verbs</li> <li>• Irregular Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Past tense irregular verbs.pdf: Form and use the past tense of frequently occurring irregular verbs.                             <ul style="list-style-type: none"> <li>- Writing About the Past Activity</li> <li>- Irregular Verbs</li> </ul> </li> </ul>
<p>L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<ul style="list-style-type: none"> <li>• Songs: Adverbs; Adjectives Describe</li> <li>• Adverbs</li> <li>• Adjectives</li> <li>• Revise: Add Details; Use Interesting Words</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives and adverbs.pdf: Use adjectives and adverbs, and choose between them depending on what is to be modified.                             <ul style="list-style-type: none"> <li>- Treasure Hunt: Adjectives and Adverbs</li> <li>- Simon Says: Verbs, Adverbs and Adjectives</li> <li>- Adjectives</li> <li>- Adverbs</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Conventions of Standard English continued</i>		
L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	<ul style="list-style-type: none"> <li>Revise: Start Sentences Differently; Add Details; Use Interesting Words</li> </ul>	<ul style="list-style-type: none"> <li>Simple and compound sentences.pdf: Produce, expand, and rearrange complete simple and compound sentences.                             <ul style="list-style-type: none"> <li>Change the Sentence</li> </ul> </li> </ul>
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Edit Capitals</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization.pdf: Capitalize holidays, product names, and geographic names.                             <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> </ul>
L.2.2b. Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> <li>Song: Comma, Comma, Comma</li> <li>Edit Commas</li> </ul>	
L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; Contraction Action</li> <li>Contractions</li> <li>Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes.pdf: Use an apostrophe to form contractions and frequently occurring possessives.                             <ul style="list-style-type: none"> <li>Contractions</li> <li>Possessive Nouns</li> </ul> </li> </ul>
L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).	<ul style="list-style-type: none"> <li>Songs: Bossy Mr. R; Vowels Side By Side; Silent Letters</li> <li>Power Words</li> <li>Word Work</li> <li>Spell and Blend</li> <li>Spelling Instruction</li> <li>Spelling Exploration</li> <li>Make and Spell</li> <li>All-Star Spelling</li> <li>Word Pattern Spelling</li> <li>Editing: Check Spelling; Check Tricky Spellings</li> </ul>	<ul style="list-style-type: none"> <li>Learned spelling patterns.pdf: Generalize learned spelling patterns when writing words.                             <ul style="list-style-type: none"> <li>Lessons: /ā/; /ō/; /ī/; /ū/; /ē/; /ā/; /ar/; /oo/ as in book; /oo/ as in zoo; /ō/; /ow/; /ow/; /oi/; /aw/; /ō/; /er/; /or/; /ng/; /ī/; /ī/; /ō/; /oo/ Letter team ew as in new and few; /oo/ Letter team ue as in blue; /e/; Homophones</li> </ul> </li> </ul>
L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> <li>Reading Detective: Build Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Consulting reference materials.pdf: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.                             <ul style="list-style-type: none"> <li>Vocabulary Dictionary</li> </ul> </li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Knowledge of Language</b>		
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>Waterford provides opportunities to use the conventions of standard English grammar and usage for writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> <li>• Uses of English.pdf: Compare formal and informal uses of English.                             <ul style="list-style-type: none"> <li>- Tell a Story Activity</li> </ul> </li> </ul>
<b>Vocabulary Acquisition and Use</b>		
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Books: Your Backyard; Fossils Under Our Feet; I Want to Be a Scientist Like Isaac Newton; Water; Inventions All Around; I Want to Be a Mathematician Like Sophie Germain; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Mathematician Like Thales; Yangshi's Perimeter</li> <li>• Build Vocabulary: Little Tree; All on the Same Earth; The Pizza Book; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus</li> <li>• Rusty and Rosy's Clues</li> <li>• Look For a Clue</li> <li>• Use a Clue</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence-level context.pdf: Use sentence-level context as a clue to the meaning of a word or phrase.                             <ul style="list-style-type: none"> <li>- Can Matilda Get the Cheese?</li> <li>- What Is in the Tree?</li> <li>- Will You Play With Me?</li> </ul> </li> </ul>
<p>L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell.)</p>	<ul style="list-style-type: none"> <li>• Song: Put It at the Front; Key Words</li> <li>• Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>• Adding prefixes to known words.pdf: Determine the meaning of the new word formed when a known prefix is added to a known word.                             <ul style="list-style-type: none"> <li>- Invent a Word: Prefixes and Suffixes</li> <li>- Build a Word: Prefixes and Suffixes</li> <li>- Prefixes</li> </ul> </li> </ul>
<p>L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<ul style="list-style-type: none"> <li>• Songs: Let's Compare; Put It at the Front; Put It at the End; Key Words</li> <li>• Comparatives</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Using the root word to determine meaning.pdf: Use a known root word as a clue to the meaning of an unknown word with the same root.                             <ul style="list-style-type: none"> <li>- Comparatives</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> </li> </ul>
<p>L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<ul style="list-style-type: none"> <li>• Songs: Compound Words; Key Words</li> <li>• Compound Words</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> <li>• Reading Detective: Build Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Using glossaries and dictionaries.pdf: Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases.                             <ul style="list-style-type: none"> <li>- Vocabulary Dictionary</li> </ul> </li> </ul>
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<ul style="list-style-type: none"> <li>• Vocabulary Introduction: Present; Definitions; Matching</li> <li>• Song: Adjectives Describe</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Identify real-life connections.pdf: Identify real-life connections between words and their use.                             <ul style="list-style-type: none"> <li>- Word Card Activity</li> </ul> </li> </ul>
L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl.) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<ul style="list-style-type: none"> <li>• Song: Synonym Tree</li> <li>• Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Closely related verbs.pdf: Distinguish shades of meaning among closely related verbs.                             <ul style="list-style-type: none"> <li>- Shades of Meaning Charades</li> </ul> </li> </ul>
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<p>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.</p> <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Fluency, Speed, and Comprehension Books</li> <li>• Informational Books</li> <li>• Readable Books (See titles at end of document.)</li> <li>• Songs: Adjectives Describe; Adverbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE THREE</b>		
<b>READING: LITERATURE</b>		
Key Ideas and Details		
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters the littlest big top on earth; change; elephant jokes; crying; protesters; click</li> <li>• Sarah, Plain and Tall: Chapter 1</li> <li>• Ella Enchanted: Chapters 1; 4; 19; 21; 24; 29</li> <li>• Coraline: Chapters II; XI; XII</li> <li>• Matilda: Chapters: Arithmetic; The Platinum-Blond Man; The Parents; Bruce Bogtrotter and the Cake; Lavender; Miss Honey’s Cottage; Miss Honey’s Story; The Third Miracle</li> <li>• The Secret Garden: Chapters 4; 9; 11; 13; 14; 21; 23; 24; 27</li> <li>• Satch and Me: Chapter 16</li> <li>• Ruby Holler: Chapters 16; 24; 25; 27; 34; 61</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters vine; babies; a new beginning; a bad dream; good-bye</li> <li>• Ella Enchanted: Chapters 6; 13; 14; 15</li> <li>• Coraline: Chapter VI</li> <li>• Matilda: Chapters The Platinum-Blond Man; Miss Honey; Bruce Bogtrotter and the Cake; The Names; A New Home</li> <li>• The Secret Garden: Chapters 14; 16; 20; 21; 24; 26; 27</li> <li>• Satch and Me: Chapters 7; 8; 18</li> <li>• Ruby Holler: Chapters 7; 60</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Key Ideas and Details continued</i>		
<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters arrival; introductions; not-tag</li> <li>• Ella Enchanted: Chapters 4; 9; 15; 23; 26; 27</li> <li>• Coraline: Chapter I</li> <li>• Matilda: Chapters The Reader of Books; Mr. Wormwood, the Great Car Dealer; The Ghost; Miss Honey; The Parents; The Weekly Test; The Second Miracle; Miss Honey’s Cottage</li> <li>• The Secret Garden: Chapters 1; 7; 12; 13; 14; 21; 22; 26</li> <li>• Satch and Me: Chapters 5; 9; 10; 15</li> <li>• Ruby Holler: Chapters 13; 19; 22; 30; 66</li> </ul>	
<b>Craft and Structure</b>		
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter puzzle pieces</li> <li>• Ella Enchanted: Chapters 10; 11</li> <li>• Coraline: Chapter III</li> <li>• Matilda: Chapters The Reader of Books</li> <li>• The Secret Garden: Chapters 5; 19; 23; 25</li> <li>• Satch and Me: Chapter 12</li> <li>• Ruby Holler: Chapters 22; 26; 48; 56</li> </ul>	
<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters outside at last; nest; the wall</li> <li>• Ella Enchanted: Chapters 7; 13; 22; 28</li> <li>• Coraline: Chapters VI; XI</li> <li>• Matilda: Chapters: The Ghost; The Parents; Throwing the Hammer; The First Miracle; Miss Honey’s Story; The Practice; The Third Miracle</li> <li>• The Secret Garden: Chapters 16; 25</li> <li>• Satch and Me: Chapters 14; 16</li> <li>• Ruby Holler: Chapters 2; 53</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters awakening; a new tv</li> <li>• Sarah, Plain and Tall: Chapters 1; 3; 8</li> <li>• Ella Enchanted: Chapters 1; 17; 24</li> <li>• Coraline: Chapters IV; X</li> <li>• Matilda: Chapters: The Hat and the Superglue; Throwing the Hammer; A New Home</li> <li>• The Secret Garden: Chapters 4; 9; 18</li> <li>• Satch and Me: Chapter 10</li> <li>• Ruby Holler: Chapters 6; 50</li> <li>• Hope Solo: My Story: Chapter 17</li> </ul>	
<i>Integration of Knowledge and Ideas</i>		
<p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters nervous; phone call</li> <li>• Sarah, Plain and Tall: Chapters 4; 7</li> <li>• Ella Enchanted: Chapters 5; 23</li> <li>• Coraline: Chapters V; VII; XIII</li> <li>• Matilda: Chapters The Reader of Books; The Ghost; Miss Honey; Throwing the Hammer; The Second Miracle</li> <li>• The Secret Garden: Chapters 8; 10</li> <li>• Satch and Me: Chapters 1; 15</li> <li>• Ruby Holler: Chapters 8; 12</li> </ul>	
<p>RL.3.8 (RL.3.8 not applicable to literature)</p>		
<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters treat; finally; silverback</li> <li>• Ella Enchanted: Chapters 19; 26</li> <li>• Coraline: Chapters III; VI; XIII</li> <li>• Matilda: Chapters Miss Honey’s Cottage; Miss Honey’s Story</li> <li>• The Secret Garden: Chapters 3; 27</li> <li>• Satch and Me: Chapters 2; 19</li> <li>• Ruby Holler: Chapter 58</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Reading and Level of Text Complexity</b>		
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• Sarah, Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Coraline</li> <li>• Matilda</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Hope Solo: My Story</li> </ul>	
<b>INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details</b>		
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• Hope Solo: My Story: Chapter 6</li> </ul>	
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• Hope Solo: My Story: Chapters 1; 6</li> </ul>	
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• Hope Solo: My Story: Chapters 3; 5</li> </ul>	



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Craft and Structure</b>		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<i>Curriculet Book:</i> <ul style="list-style-type: none"> <li>• Hope Solo: My Story: Chapters 10; 18</li> </ul>	
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<i>Curriculet Book:</i> <ul style="list-style-type: none"> <li>• Hope Solo: My Story: Chapters 1; 10; 22</li> </ul>	
RI.3.6 Distinguish their own point of view from that of the author of a text.	<i>Curriculet Book:</i> <ul style="list-style-type: none"> <li>• Hope Solo: My Story: Chapters 17; 21</li> </ul>	
<b>Integration of Knowledge and Ideas</b>		
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<i>Curriculet Book:</i> <ul style="list-style-type: none"> <li>• Hope Solo: My Story: Chapters 4; 14; 22</li> </ul>	
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<i>Curriculet Book:</i> <ul style="list-style-type: none"> <li>• Hope Solo: My Story: Chapters 9; 16</li> </ul>	
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	<i>Curriculet Book:</i> <ul style="list-style-type: none"> <li>• Hope Solo: My Story: Chapters 5; 8; 15</li> </ul>	
<b>Range of Reading and Level of Text Complexity</b>		
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	<i>Curriculet Book:</i> <ul style="list-style-type: none"> <li>• Hope Solo: My Story</li> </ul>	



# COMMON CORE STATE STANDARDS

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics and Word Recognition</b>		
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters wild; it</li> <li>• Sarah, Plain and Tall: Chapter 1</li> <li>• Ella Enchanted: Chapters 6; 17</li> <li>• Coraline: Chapter IV</li> <li>• Matilda: Chapters: The Hat and the Superglue; The First Miracle</li> <li>• The Secret Garden: Chapters 9; 11; 12; 20</li> <li>• Ruby Holler: Chapters 10; 64</li> <li>• Hope Solo: My Story: Chapters 7; 9</li> </ul>	
<b>Fluency</b>		
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapters mack; not right</li> <li>• Sarah, Plain and Tall: Chapter 4</li> <li>• Coraline: Chapter VIII</li> <li>• Matilda: Chapters Miss Honey; The Weekly Test</li> <li>• The Secret Garden: Chapters 10; 11; 15; 17</li> <li>• Satch and Me: 2; 7; 13</li> <li>• Ruby Holler: Chapters 14; 44</li> <li>• Hope Solo: My Story: Chapters 2; 16</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Find Related Books; Read with Expression; Discover Vocabulary Through Content</li> <li>• Coraline: Read with Expression; Sing Songs with Fluency; Read Dialogue</li> <li>• The Secret Garden: Reading Fluently with Punctuation; Reading with Emotion; Understanding Suffixes</li> <li>• Satch and Me: Reading with Expression; Reading with Different Tones; Understanding Accents</li> <li>• Ruby Holler: Read with Expression; Partner Read; Questions for Unknown Words</li> <li>• Sarah Plain and Tall: Oral Reading of Skylark; Create a Word Wall</li> <li>• Ella Enchanted: Reading Dialogue; Fluency Strategies; Explaining How to Use Context Clues</li> <li>• Matilda: Reading for a Purpose; Reading with Expression; Determine the Meaning of Unknown Words</li> <li>• Hope Solo: My Story: Reading Fluently; Reading with Expression; Multiple Meaning Words</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING</b>		
Text Types and Purposes		
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Letters to Julia and George</li> <li>• The Secret Garden: Should the Secret Garden Stay Secret?</li> <li>• Satch and Me: Opinion Writing Prompt</li> <li>• Ruby Holler: Heroes and Villains Writing</li> <li>• Sarah Plain and Tall: Write a Letter</li> <li>• Ella Enchanted: Opening Argument for a Virtue or a Fault</li> <li>• Matilda: Five Paragraph Essay</li> <li>• Hope Solo: My Story: Book Recommendation</li> </ul>
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• Coraline</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Create Fact Sheets</li> <li>• Coraline: Biography About a Brave Person</li> <li>• The Secret Garden: Country Research</li> <li>• Satch and Me: Historical Person Research</li> <li>• Sarah Plain and Tall: Character Paper Bag Profile</li> <li>• Ella Enchanted: Comparing and Contrasting Cinderella Stories</li> <li>• Matilda: Linking Words</li> <li>• Hope Solo: My Story: Research on Famous Athlete</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes continued</i>		
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• Coraline</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Continue the Story</li> <li>• Coraline: Story from a Different Character’s Viewpoint</li> <li>• The Secret Garden: A Secret Place</li> <li>• Satch and Me: Write an Epilogue</li> <li>• Ruby Holler: Trip Stories</li> <li>• Sarah Plain and Tall: Story Extension</li> <li>• Ella Enchanted: Story Extension</li> <li>• Matilda: Accomplishing a Goal</li> <li>• Hope Solo: My Story: Narrative Writing About Meeting Hope Solo</li> </ul>
<i>Production and Distribution of Writing</i>		
<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Satch and Me</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> </ul>	<ul style="list-style-type: none"> <li>• Satch and Me: Point of View Writing</li> <li>• Sarah Plain and Tall: Summary Writing</li> <li>• Ella Enchanted: Editing Olive’s Letter</li> </ul>
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• Hope Solo: My Story: Essay on Sport of Interest</li> </ul>
<p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Writing resources offer suggestions for students to produce and publish writing using technology independently, as well as encouraging collaboration.</p>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Research to Build and Present Knowledge</b>		
W.3.7 Conduct short research projects that build knowledge about a topic.	<b>Curriculet Books:</b> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• Coraline</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Present to the Class</li> <li>• Coraline: Literary Genre Research</li> <li>• The Secret Garden: How to Be Healthy</li> <li>• Satch and Me: Jim Crow Research</li> <li>• Ruby Holler: Research a Topic</li> <li>• Sarah Plain and Tall: Research on Setting</li> <li>• Ella Enchanted: Research Dances</li> <li>• Hope Solo: My Story: Sport Research</li> </ul>
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>Curriculet Books:</b> <ul style="list-style-type: none"> <li>• Matilda</li> <li>• Sarah Plain and Tall</li> </ul>	<ul style="list-style-type: none"> <li>• Matilda: Paraphrase an Article</li> <li>• Sarah Plain and Tall: Research on Setting; Compare and Contrast Maine and Nebraska</li> </ul>
W.3.9 (W.3.9 begins in grade 4)		
<b>Range of Writing</b>		
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>Curriculet Book:</b> <ul style="list-style-type: none"> <li>• Sarah Plain and Tall</li> </ul>	<ul style="list-style-type: none"> <li>• Sarah Plain and Tall: Research on Setting</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SPEAKING AND LISTENING</b>		
Comprehension and Collaboration		
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• Coraline</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Organize a Book Club Day</li> <li>• Coraline: Movie Casting Discussion</li> <li>• The Secret Garden: Magic or Not?</li> <li>• Satch and Me: Time Travel Pop-Up Debate</li> <li>• Sarah Plain and Tall: Present Book to Younger Class</li> <li>• Ella Enchanted: Accountable Talk</li> <li>• Hope Solo: My Story: Discussion on Being Famous</li> </ul>
<p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• Coraline</li> <li>• The Secret Garden</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Summarize in One Word</li> <li>• Coraline: Alice in Wonderland Comparison</li> <li>• The Secret Garden: Analyze a Movie Trailer</li> <li>• Ruby Holler: Partner Reading and Summarizing</li> <li>• Sarah Plain and Tall: Analyzing Cover Art</li> <li>• Ella Enchanted: Main Idea of Story</li> <li>• Matilda: Summary of a Roald Dahl Book</li> <li>• Hope Solo: My Story: Video Discussion</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension and Collaboration continued</i>		
<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Discuss Creating Habitats</li> <li>• The Secret Garden: Believe in Yourself Discussion</li> <li>• Satch and Me: Jackie Robinson Discussion</li> <li>• Ruby Holler: Social Worker Discussion</li> <li>• Sarah Plain and Tall: Farmer Guest Speaker</li> <li>• Ella Enchanted: Video Interview Discussion</li> <li>• Matilda: Summary Sharing</li> <li>• Hope Solo: My Story: Comparing and Contrasting Sports</li> </ul>
<i>Presentation of Knowledge and Ideas</i>		
<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The Secret Garden</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Matilda</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The Secret Garden: Scene Retelling</li> <li>• Sarah Plain and Tall: Compare and Contrast Maine and Nebraska</li> <li>• Ella Enchanted: Story About Communication</li> <li>• Matilda: Discussion of Important People in Students' Lives</li> <li>• Hope Solo: My Story: Handling Sadness</li> </ul>
<p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• The Secret Garden</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Do a Dramatic Reading</li> <li>• The Secret Garden: Scene Retelling—Visual Display</li> <li>• Satch and Me: Negro League Player Presentation</li> <li>• Ruby Holler: Dramatic Reading Recordings</li> <li>• Sarah Plain and Tall: Audio Recording of Chapter Eight</li> <li>• Ella Enchanted: Ayorthian Homecoming Song Audio Recording</li> <li>• Hope Solo: My Story: Audio Recording of Favorite Scene</li> </ul>
<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan</li> <li>• Satch and Me</li> <li>• Ruby Holler</li> <li>• Sarah Plain and Tall</li> <li>• Ella Enchanted</li> <li>• Hope Solo: My Story</li> </ul>	<ul style="list-style-type: none"> <li>• The One and Only Ivan: Ask Questions</li> <li>• Satch and Me: Pop-Up Debate Sentence Stems</li> <li>• Ruby Holler: Recording Presentations</li> <li>• Sarah Plain and Tall: End of Book Partner Discussion</li> <li>• Ella Enchanted: Speaking to Royalty</li> <li>• Hope Solo: My Story: Athlete Presentations</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE</b>		
Conventions of Standard English		
<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter artists</li> <li>• Ella Enchanted: Chapters 3; 8</li> <li>• Coraline: Chapter XIII</li> <li>• The Secret Garden: Chapters 2; 4; 11; 12; 15; 17; 23; 24; 25; 27</li> <li>• Satch and Me: Chapter 8</li> <li>• Ruby Holler: Chapters 21; 32</li> <li>• Hope Solo: My Story: Chapters 6; 13</li> </ul>	



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Conventions of Standard English continued</i>		
<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter the beetle</li> <li>• Sarah, Plain and Tall: Chapter 5</li> <li>• Ella Enchanted: Chapters 16; 25</li> <li>• Coraline: Chapters I; IX</li> <li>• Matilda: Chapters Miss Honey’s Story; The Third Miracle; A New Home</li> <li>• The Secret Garden: Chapters 1; 2; 4; 19; 21</li> <li>• Satch and Me: Chapters 5; 14</li> <li>• Ruby Holler: Chapter 33</li> <li>• Hope Solo: My Story: Chapters 3; 12</li> </ul>	
<i>Knowledge of Language</i>		
<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Coraline: Chapter V</li> <li>• Matilda: Chapter The Parents</li> <li>• The Secret Garden: Chapters 8; 23</li> <li>• Satch and Me: Chapter 3</li> <li>• Ruby Holler: Chapter 38</li> <li>• Hope Solo: My Story: Chapters 11; 13; 19; 20</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary Acquisition and Use</b>		
<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter the nature show</li> <li>• Sarah, Plain and Tall: Chapter 8</li> <li>• Ella Enchanted: Chapters 18; 21; 27</li> <li>• Coraline: Chapters VIII; IX</li> <li>• Matilda: Chapters: Arithmetic; Throwing the Hammer; The Weekly Test</li> <li>• The Secret Garden; Chapters 4; 6; 7; 10; 11; 19</li> <li>• Satch and Me: Chapter 17</li> <li>• Ruby Holler: Chapters 5; 40; 41</li> <li>• Hope Solo: My Story: Chapter 2</li> </ul>	
<p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter names</li> <li>• Ella Enchanted: Chapters 2; 25</li> <li>• Coraline: Chapters V; X</li> <li>• Matilda: Chapters The Trunchbull; Bruce Bogtrotter and the Cake</li> <li>• The Secret Garden: Chapters 5; 8; 10</li> <li>• Satch and Me: Chapters 4; 6; 11</li> <li>• Ruby Holler: Chapters 15; 24</li> <li>• Hope Solo: My Story: Chapters 7; 12; 14; 19</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The One and Only Ivan: Chapter a hit</li> <li>• Sarah, Plain and Tall: Chapters 5; 9</li> <li>• Ella Enchanted: Chapter 12</li> <li>• Coraline: Chapters I; VII</li> <li>• Matilda: Chapters: Mr. Wormwood, the Great Car Dealer; Miss Honey; The Weekly Test; A New Home</li> <li>• The Secret Garden: Chapter 13</li> <li>• Satch and Me: Chapter 18</li> <li>• Ruby Holler: Chapters 4; 23</li> <li>• Hope Solo: My Story: Chapter 10</li> </ul>	
<b>GRADE FOUR</b>		
<b>READING: LITERATURE</b>		
<i>Key Ideas and Details</i>		
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #12; #15; #27; #33; #38; #49; #55; #82; #91; #96; #103; #113; #117; #121; #131</li> <li>• Bridge to Terabithia: Chapter 4</li> <li>• Bud, Not Buddy: Chapters 8; 10; 11; 14; 15</li> <li>• Hoot: Chapters 2; 8; 9; 13; 16</li> <li>• James and the Giant Peach: Chapters 7; 8; 23; 24</li> <li>• The Graveyard Book: Chapters 1; 3; 6; 7</li> <li>• Eight Keys: Homework #12; #16; #25; #31</li> <li>• When You Reach Me: Chapter 7; 17; 23; 32; 43</li> </ul>	
<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #17; #65; #76; #80; #99; #125; #130; #133</li> <li>• Bridge to Terabithia: Chapters 3; 7</li> <li>• Bud, Not Buddy: Chapters 3; 5; 8; 16; 19</li> <li>• Hoot: Chapters 3; 13; 16; 18</li> <li>• James and the Giant Peach: Chapter 39</li> <li>• The Graveyard Book: Chapters 4; 6; 7</li> <li>• Eight Keys: Homework #10; #11; #14; #23; #28; #30</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Key Ideas and Details continued</i>		
<p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #8; #10; #14; #21; #26; #30; #36; #47; #61; #70; #102; #107; #111</li> <li>• Bridge to Terabithia: Chapters 2; 5; 8; 10; 12</li> <li>• Bud, Not Buddy: Chapters 2; 8; 9; 11; 12; 14; 16; 17</li> <li>• Hoot: Chapters 10; 11; 12; 15; 19</li> <li>• James and the Giant Peach: Chapter 14; 24; 26</li> <li>• The Graveyard Book: Chapters 2; 4; 5; 6</li> <li>• Eight Keys: Homework #8; #16; #18; #24</li> <li>• When You Reach Me: Chapters 4; 5; 20; 35; 40; 44; 48; 52</li> </ul>	
<i>Craft and Structure</i>		
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #20; #94; #124; #129; #132</li> <li>• Bridge to Terabithia: Chapter 2</li> <li>• Bud, Not Buddy: Chapters 1; 8; 12; 13; 19</li> <li>• Hoot: Chapters 7; 10; 17; 18</li> <li>• James and the Giant Peach: Chapter 5; 10; 20; 37</li> <li>• The Graveyard Book: Chapters 2; 3; 6; 7; 8</li> <li>• Eight Keys: Homework #9; #16; #20; #22; #31</li> <li>• When You Reach Me: Chapters 3; 11; 33; 43</li> </ul>	
<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #23; #24; #42; #53; #68; #85; #120; #127; #134</li> <li>• Bridge to Terabithia: Chapters 3; 11</li> <li>• Bud, Not Buddy: Chapter 8</li> <li>• Hoot: Chapter 12</li> <li>• James and the Giant Peach: Chapters 2; 30; 37</li> <li>• The Graveyard Book: Chapters 1; 5; 6; Interlude</li> <li>• Eight Keys: Homework #12; #17; #27</li> <li>• When You Reach Me: Chapters 9; 14; 33; 41; 47</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #43; #98</li> <li>• Bridge to Terabithia: Chapter 3</li> <li>• Bud, Not Buddy: Chapters 1; 6; 10; 11; 16; 19</li> <li>• Hoot: Chapters 1; 4; 9</li> <li>• James and the Giant Peach: Chapters 1; 16</li> <li>• The Graveyard Book: Chapter 1</li> <li>• Eight Keys; Homework #13; #14; #28</li> <li>• When You Reach Me: Chapter 15</li> </ul>	
<i>Integration of Knowledge and Ideas</i>		
<p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #57</li> <li>• Bridge to Terabithia: Chapter 7</li> <li>• Bud, Not Buddy: Chapters 8; 12; 15</li> <li>• Hoot: Chapters 6; 17; 20</li> <li>• James and the Giant Peach: Homework #2; Chapter 22</li> <li>• The Graveyard Book: Chapters 4; 5; 7</li> <li>• Eight Keys: Homework #8; #11; #26</li> <li>• When You Reach Me: Chapter 14</li> </ul>	
<p>RL.4.8 (RL.4.8 not applicable to literature)</p>		
<p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #45; #62; #78; #104; #135</li> <li>• Bridge to Terabithia: Chapter 13</li> <li>• Bud, Not Buddy: Chapter 19</li> <li>• Hoot: Chapter 20</li> <li>• James and the Giant Peach: Chapters 25; 37</li> <li>• The Graveyard Book: Chapters 2; 8</li> <li>• Eight Keys: Homework #11; #16; #17; #19</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Reading and Level of Text Complexity</b>		
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• Hoot</li> <li>• James and the Giant Peach</li> <li>• The Graveyard Book</li> <li>• One Thousand Paper Cranes</li> <li>• Eight Keys</li> <li>• When You Reach Me</li> </ul>	
<b>INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details</b>		
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapters 2; 4</li> </ul>	
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapters 5; 10; 11</li> </ul>	
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• When You Reach Me: Chapter 3</li> </ul>	
<b>Craft and Structure</b>		
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapter 10</li> </ul>	
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Introduction</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b><i>Curriculet Book:</i></b> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapters 2; 4</li> </ul>	
<i>Integration of Knowledge and Ideas</i>		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b><i>Curriculet Book:</i></b> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapters 3; 9</li> </ul>	
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<b><i>Curriculet Book:</i></b> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapter 12</li> </ul>	
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b><i>Curriculet Book:</i></b> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes: Chapter 7</li> </ul>	
<i>Range of Reading and Level of Text Complexity</i>		
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b><i>Curriculet Book:</i></b> <ul style="list-style-type: none"> <li>• One Thousand Paper Cranes</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics and Word Recognition</b>		
<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #33; #89</li> <li>• Bridge to Terabithia: Chapters 6; 9</li> <li>• Bud, Not Buddy: Chapters 2; 13; 16</li> <li>• Hoot: Chapter 21</li> <li>• James and the Giant Peach: Chapters 12; 17; 28</li> <li>• The Graveyard Book: Chapters 3; 4; 7</li> <li>• One Thousand Paper Cranes: Chapters 3; 7</li> <li>• Eight Keys: Homework #7; 320</li> <li>• When You Reach Me: Chapters 19; 51</li> </ul>	
<b>Fluency</b>		
<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #66; #109; #118</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy: Chapters 5; 11; 18</li> <li>• Hoot: Chapters 2; 15</li> <li>• James and the Giant Peach: Chapters 2; 18</li> <li>• The Graveyard Book: Chapter 5</li> <li>• One Thousand Paper Cranes: Chapter 8</li> <li>• Eight Keys: Homework #28</li> <li>• When You Reach Me: Chapter 25</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Understanding Grammar When Reading; Strategies for Comprehension</li> <li>• The Graveyard Book: Fluently Reading with Ellipsis; Using Synonyms</li> <li>• One Thousand Paper Cranes: Reading with Parentheses; Reading with Emotions; Reading Heteronyms</li> <li>• Bridge to Terabithia: Reading with Expression; Using Punctuation When Reading</li> <li>• Bud, Not Buddy: Locating Prefixes; Reading with Punctuation; Using Syllables with Unfamiliar Words</li> <li>• Hoot: Read Aloud or Silent Reading?; Strategies for Unknown Words</li> <li>• James and the Giant Peach: Reading Dialogue; Reading Poetry; Substituting Words to Understand Unknown Words</li> <li>• When You Reach Me: Reading Dialogue; Understanding Reading Rate</li> <li>• Eight Keys: Skimming Strategy; Reading Poetry with Expression; Partner Reading</li> </ul>



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING</b>		
Text Types and Purposes		
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• The Graveyard Book</li> <li>• One Thousand Paper Cranes</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• Hoot</li> <li>• James and the Giant Peach</li> <li>• When You Reach Me</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Topic Sentence About Bravery</li> <li>• The Graveyard Book: Revenge: Right or Wrong</li> <li>• One Thousand Paper Cranes: Dropping the Atomic Bomb</li> <li>• Bridge to Terabithia: Fair Punishment?</li> <li>• Bud, Not Buddy: Sentimental Items</li> <li>• Hoot: Opinion of Dana</li> <li>• James and the Giant Peach: Qualities of a Leader</li> <li>• When You Reach Me: Is Marcus a Bully?</li> <li>• Eight Keys: Homework—Yes or No?</li> </ul>
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• The Graveyard Book</li> <li>• One Thousand Paper Cranes</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• When You Reach Me</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Linking Words List</li> <li>• The Graveyard Book: Explain a New Concept</li> <li>• One Thousand Paper Cranes: Explaining Explosion of Atomic Bomb</li> <li>• Bridge to Terabithia: Letter to the Principal About Bullying</li> <li>• Bud, Not Buddy: Hooverilles Explained</li> <li>• When You Reach Me: How to Make a Cake</li> <li>• Eight Keys: Bullying in School</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes continued</i>		
<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The Graveyard Book</li> <li>• One Thousand Paper Cranes</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• Hoot</li> <li>• James and the Giant Peach</li> <li>• When You Reach Me</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• The Graveyard Book: Fitting in With a New Group</li> <li>• One Thousand Paper Cranes: Rewrite a Scene</li> <li>• Bridge to Terabithia: Magical Kingdom Story</li> <li>• Bud, Not Buddy: Book Extension</li> <li>• Hoot: Story Extension—Write a Play</li> <li>• James and the Giant Peach: The Value of Friendship</li> <li>• When You Reach Me: Understanding Epilepsy</li> <li>• Eight Keys: Bullying Roles</li> </ul>
<b>Production and Distribution of Writing</b>		
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• One Thousand Paper Cranes</li> <li>• Hoot</li> <li>• When You Reach Me</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Safe Place</li> <li>• One Thousand Paper Cranes: Letter to the Editor</li> <li>• Hoot: Book Summary</li> <li>• When You Reach Me: Favorite Room</li> </ul>
<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• James and the Giant Peach</li> </ul>	<ul style="list-style-type: none"> <li>• James and the Giant Peach: Coordinating Conjunctions and Compound Sentences</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Production and Distribution of Writing continued</i>		
<p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Writing resources offer suggestions for students to produce and publish writing using technology independently as well as encouraging collaboration.</p>	
<i>Research to Build and Present Writing</i>		
<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• The Graveyard Book</li> <li>• One Thousand Paper Cranes</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• Hoot</li> <li>• James and the Giant Peach</li> <li>• When You Reach Me</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Mandibulofacial Dysostosis Informational Essay</li> <li>• The Graveyard Book: Research an Admired Person</li> <li>• One Thousand Paper Cranes: Atomic Bomb Survivor Stories</li> <li>• Bridge to Terabithia: Research Jacques Cousteau</li> <li>• Bud, Not Buddy: Researching Flint, Michigan</li> <li>• Hoot: Research Area Animals</li> <li>• James and the Giant Peach: Bug Research</li> <li>• When You Reach Me: Ways to Stay Safe</li> <li>• Eight Keys: What Makes a Good Friend?</li> </ul>
<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Research suggestions provided include opportunities for students to use prior knowledge, gather information, take notes, and list sources.</p>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Research to Build and Present Writing <i>continued</i></b>		
<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b><i>Curriculet Books:</i></b></p> <ul style="list-style-type: none"> <li>• The Graveyard Book</li> <li>• One Thousand Paper Cranes</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• Hoot</li> <li>• James and the Giant Peach</li> <li>• When You Reach Me</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• The Graveyard Book: Character Description</li> <li>• One Thousand Paper Cranes: Hiroshima Peace Park Brochure</li> <li>• Bridge to Terabithia: Describing Characters</li> <li>• Bud, Not Buddy: Bud Changes</li> <li>• Hoot: Research Animal Habitats</li> <li>• James and the Giant Peach: Describing Characters</li> <li>• When You Reach Me: Describing Characters</li> <li>• Eight Keys: Describe a Room</li> </ul>
<b>Range of Writing</b>		
<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Writing suggestions provided offer multiple opportunities for students to write over short or extended time frames and for specific tasks or purposes.</p>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SPEAKING AND LISTENING</b>		
Comprehension and Collaboration		
<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• The Graveyard Book</li> <li>• One Thousand Paper Cranes</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• Hoot</li> <li>• James and the Giant Peach</li> <li>• When You Reach Me</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Video Discussion</li> <li>• The Graveyard Book: Story Extension</li> <li>• One Thousand Paper Cranes: Book Discussion</li> <li>• Bridge to Terabithia: Newbery Medal Discussion</li> <li>• Bud, Not Buddy: Peer Discussion</li> <li>• Hoot: Story Discussion</li> <li>• James and the Giant Peach: Socratic Seminar</li> <li>• When You Reach Me: Nonfiction Article Discussion</li> <li>• Eight Keys: A Harmless Lie</li> </ul>
<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• The Graveyard Book</li> <li>• One Thousand Paper Cranes</li> <li>• Bud, Not Buddy</li> <li>• James and the Giant Peach</li> <li>• When You Reach Me</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Book Review Discussion</li> <li>• The Graveyard Book: Author’s Inspiration</li> <li>• One Thousand Paper Cranes: Hiroshima Today</li> <li>• Bud, Not Buddy: Role Playing</li> <li>• James and the Giant Peach: Biography of Roald Dahl</li> <li>• When You Reach Me: Bullying Scenario</li> <li>• Eight Keys: Rings of Responsibility</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension and Collaboration continued</i>		
<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• The Graveyard Book</li> <li>• One Thousand Paper Cranes</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• Hoot</li> <li>• James and the Giant Peach</li> <li>• When You Reach Me</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Wonder Review</li> <li>• The Graveyard Book: Book Review</li> <li>• One Thousand Paper Cranes: Why Was the Bomb Dropped?</li> <li>• Bridge to Terabithia: Author Interview Discussion</li> <li>• Bud, Not Buddy: Video Discussion</li> <li>• Hoot: Conservation Specialist Presentation</li> <li>• James and the Giant Peach: Can Seagulls Lift the Peach?</li> <li>• When You Reach Me: Bullying Discussion</li> <li>• Eight Keys: Obama’s Speech on a Student’s Responsibility</li> </ul>
<i>Presentation of Knowledge and Ideas</i>		
<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• One Thousand Paper Cranes</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• Hoot</li> <li>• James and the Giant Peach</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Making Friends</li> <li>• One Thousand Paper Cranes: Chapter Recap</li> <li>• Bridge to Terabithia: Perfect Day</li> <li>• Bud, Not Buddy: Rely On Yourself</li> <li>• Hoot: Researching Book Topics</li> <li>• James and the Giant Peach: Student Journeys</li> <li>• Eight Keys: Believe in Yourself</li> </ul>
<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• One Thousand Paper Cranes</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• James and the Giant Peach</li> <li>• When You Reach Me</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Power Point Presentation on a Character</li> <li>• One Thousand Paper Cranes: How-To Videos</li> <li>• Bridge to Terabithia: Describing Terabithia</li> <li>• Bud, Not Buddy: Theme Poster</li> <li>• James and the Giant Peach: Song Performances</li> <li>• When You Reach Me: Random Acts of Kindness</li> <li>• Eight Keys: Ten Reasons I’m Glad to Be Me</li> </ul>



# COMMON CORE STATE STANDARDS

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Presentation of Knowledge and Ideas</b> <i>continued</i>		
<p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• One Thousand Paper Cranes</li> <li>• Bridge to Terabithia</li> <li>• Bud, Not Buddy</li> <li>• Hoot</li> <li>• When You Reach Me</li> <li>• Eight Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder: Informal Versus Formal Language</li> <li>• One Thousand Paper Cranes: Formal or Informal Scenarios</li> <li>• Bridge to Terabithia: Informal and Formal Language Discussion</li> <li>• Bud, Not Buddy: Informal and Formal Speaking</li> <li>• Hoot: Summarizing for Different Audiences</li> <li>• When You Reach Me: Formal and Informal Role Play</li> <li>• Eight Keys: Formal and Informal Situations</li> </ul>
<b>LANGUAGE</b>		
<b>Conventions of Standard English</b>		
<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>E. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #17; #37; #60; #87; #101; #115; #132</li> <li>• Bridge to Terabithia: Chapter 5</li> <li>• Hoot: Chapter 16</li> <li>• James and the Giant Peach: Chapters 3; 28</li> <li>• The Graveyard Book: Chapter 3</li> <li>• One Thousand Paper Cranes: Chapter 1</li> <li>• Eight Keys: Homework #7; #20; #28</li> <li>• When You Reach Me: Chapters 11; 39; 50; 54</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Conventions of Standard English continued</i>		
<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #76</li> <li>• Bud, Not Buddy: Chapters 4; 9; 18; 19</li> <li>• Hoot: Chapters 5; 11</li> <li>• James and the Giant Peach: Chapters 6; 13; 27; 35</li> <li>• The Graveyard Book: Chapter 7</li> <li>• Eight Keys: Homework #8</li> <li>• When You Reach Me: Chapters 3; 14; 27; 31; 48</li> </ul>	
<b>Knowledge of Language</b>		
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #83; #122; #126</li> <li>• Bridge to Terabithia: Chapters 4; 11</li> <li>• Bud, Not Buddy: Chapter 3</li> <li>• Hoot: Chapter 18</li> <li>• James and the Giant Peach: Chapters 18; 20</li> <li>• The Graveyard Book: Chapter 7</li> <li>• One Thousand Paper Cranes: Chapter 5</li> <li>• Eight Keys: Homework #9; #10</li> <li>• When You Reach Me: Chapter 13; 35; 37</li> </ul>	



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary Acquisition and Use</b>		
<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #28</li> <li>• Bridge to Terabithia: Chapters 4; 7</li> <li>• Bud, Not Buddy: Chapter 1</li> <li>• Hoot: Chapter 1</li> <li>• James and the Giant Peach: Chapters 22; 29</li> <li>• The Graveyard Book: Chapter 4</li> <li>• One Thousand Paper Cranes: Chapters 4; 10</li> <li>• Eight Keys: Homework #9; #13; #25</li> <li>• When You Reach Me: Chapters 2; 29</li> </ul>	
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Wonder: Homework #74; #110</li> <li>• Bridge to Terabithia: Chapters 1; 7</li> <li>• Bud, Not Buddy: Chapters 7; 14</li> <li>• Hoot: Chapters 2; 4; 8; 14; 17; 20</li> <li>• James and the Giant Peach: Chapters 8; 32</li> <li>• The Graveyard Book: Chapters 1; 4; 5; 7</li> <li>• One Thousand Paper Cranes: Chapter 6</li> <li>• Eight Keys: Homework #18; #22; #26</li> <li>• When You Reach Me: Chapters 18; 22; 26; 28; 31; 45; 46</li> </ul>	



# COMMON CORE STATE STANDARDS

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Bridge to Terabithia: Chapter 13</li> <li>• Bud, Not Buddy: Chapter 11</li> <li>• Hoot: Chapter 21</li> <li>• The Graveyard Book: Chapters 2; 3; 4</li> <li>• One Thousand Paper Cranes: Chapter 8</li> <li>• Eight Keys: Homework #18; #20; #23</li> </ul>	
<p><b>GRADE FIVE</b></p>		
<p><b>READING: LITERATURE</b></p>		
<i>Key Ideas and Details</i>		
<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Cassius Clay Clouds; Glass of Water; Everyone Knows the King of the Sea; Expert Colored Counting; Wish We Had a Camera; I Birthed a Nation; The Third Thing</li> <li>• Inside Out and Back Again: Homework #3; #19; #43; #53; #59; #64; #75; #77; #116; #123</li> <li>• Stargirl: Chapters 5; 7; 10; 24; 32; More Than Stars</li> <li>• Holes: Homework #25; #27; #39; #56</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 6; 13</li> <li>• Souder: Chapter 4</li> <li>• The City of Ember: ChaptersThe Instructions; 2; 4; 5; 11; 14; 15</li> <li>• Al Capone Does My Shirts: Homework #22; #41</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Key Ideas and Details continued</i>		
<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters For the People; Coloring and La-La; Expert Colored Counting; The Third Thing; So; Be Eleven</li> <li>• Inside Out and Back Again: Homework #23; #41; #54; #89; #105; #107</li> <li>• Stargirl: Chapters 11; 13; 22; 26</li> <li>• Holes: Homework #15; #35; #45; #51; #57</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 2; 4; 11; 13</li> <li>• Souder: Chapters 3; 8</li> <li>• The City of Ember: Chapters 3; 4; 5; 11; 12; 14; 15; 18</li> <li>• Al Capone Does My Shirts: Homework #21; #28; #29; #32; #47; #51</li> </ul>	
<p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Collect Call; Breakfast Program; China Who; Glorious Hill</li> <li>• Inside Out and Back Again: Homework #16; #21; #47; #56; #73; #79; #91; #94; #110; #121</li> <li>• Stargirl: Chapters 17; 19; 31</li> <li>• Holes: Homework #13; #40</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 1; 3</li> <li>• Souder: Chapter 2</li> <li>• The City of Ember: Chapters 5; 7; 9; 13; 17; 18; 20</li> <li>• Al Capone Does My Shirts: Homework #14; #19; #40; #46</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Craft and Structure</b>		
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Golden Gate Bridge; Eating Crow; Itsy Bitsy Spider; San Francisco Treat</li> <li>• Inside Out and Back Again: Homework #38; #71; #125</li> <li>• Stargirl: Chapters 18; 21; 23; 31; 32</li> <li>• Holes: Homework #31; #39; #42; #44; #47; #52</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 3; 6</li> <li>• The City of Ember: Chapters 2; 5; 7; 15; 17</li> <li>• Al Capone Does My Shirts: Homework #16; #38</li> </ul>	
<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Secret Agent Mother; Mean Lady Ming; Crazy Mother Mountain; Bid Red S; Civic Pride; Itsy Bitsy Spider; Movable Type</li> <li>• Inside Out and Back Again: Homework #4; #15; #31; #40; #45; #50; #82; #99; #118</li> <li>• Stargirl: Chapters 2; 16</li> <li>• Holes: Homework #14; #31; #38; #54</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 2; 4; 5</li> <li>• Sounder: Chapter 4</li> <li>• The City of Ember: Chapters 6; 7; 11; 15; 16; 18</li> <li>• Al Capone Does My Shirts: Homework #15; #23</li> </ul>	
<p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Secret Agent Mother; Green Stucco House; Inseparable; Counting and Skimming; Wish We Had a Camera</li> <li>• Inside Out and Back Again: Homework #10; #12; #36; #61; #81; #93; #102</li> <li>• Stargirl: Chapters 3; 14; 27</li> <li>• Holes: Homework #9; #50; #52; #55</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 10</li> <li>• Sounder: Chapter 2</li> <li>• The City of Ember: Chapters 3; 15</li> <li>• Al Capone Does My Shirts: Homework #29; #33; #34</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Integration of Knowledge and Ideas</b>		
<p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters For the People; Rally for Bobby</li> <li>• Inside Out and Back Again: Homework #18; #49</li> <li>• Stargirl: Chapters 9; 16; 30</li> <li>• Holes: Homework #30; #39</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 11</li> <li>• Sounder: Chapter 7</li> <li>• The City of Ember: Chapters 1; 8; 10</li> <li>• Al Capone Does My Shirts: Homework #49</li> </ul>	
<p>RL.5.8 (RL.5.8 not applicable to literature)</p>		
<p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Collect Call; Glass of Water; Coloring and La-La</li> <li>• Inside Out and Back Again: Homework #68; #86</li> <li>• Stargirl: Chapters 11; 28</li> <li>• Holes: Homework #20; #58</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 12</li> <li>• Sounder: Chapter 8</li> <li>• The City of Ember: Chapters 2; 19</li> <li>• Al Capone Does My Shirts: Homework #45</li> </ul>	
<b>Range of Reading and Level of Text Complexity</b>		
<p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer</li> <li>• Inside Out and Back Again</li> <li>• Stargirl</li> <li>• Holes</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Sounder</li> <li>• The City of Ember</li> <li>• Al Capone Does My Shirts</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>INFORMATIONAL TEXT</b>		
Key Ideas and Details		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• How Writers Work: Chapters 2; 3</li> </ul>	
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• How Writers Work: Chapter 3</li> </ul>	
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• How Writers Work: Chapters 1; 12</li> </ul>	
Craft and Structure		
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• How Writers Work</li> <li>• The City of Ember: Chapters 6; 8; 20</li> </ul>	
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• How Writers Work: Chapter 5</li> </ul>	
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• How Writers Work: Chapter 4</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Integration of Knowledge and Ideas</b>		
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>Curriculet Book:</b> <ul style="list-style-type: none"> <li>• How Writers Work: Chapters 9; 13</li> </ul>	
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>Curriculet Book:</b> <ul style="list-style-type: none"> <li>• How Writers Work: Chapters 4; 5; 11</li> </ul>	
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Curriculet Book:</b> <ul style="list-style-type: none"> <li>• How Writers Work: Chapters 9; Selected Reading</li> </ul>	
<b>Range of Reading and Level of Text Complexity</b>		
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	<b>Curriculet Book:</b> <ul style="list-style-type: none"> <li>• How Writers Work</li> </ul>	
<b>Phonics and Word Recognition</b>		
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>Curriculet Books:</b> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Golden Gate Bridge</li> <li>• Inside Out and Back Again: Homework #25; #85; #103</li> <li>• Stargirl: Chapters 10; 13</li> <li>• Holes: Homework #15; #49</li> <li>• How Writers Work: Chapter 9</li> <li>• Souder: Chapter 7</li> <li>• The City of Ember: Chapters 2; 3</li> <li>• Al Capone Does My Shirts: Homework #20; #36</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Fluency</b>		
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Stores of the No Sayers</li> <li>• Inside Out and Back Again: Homework #17; #46; #70; #100</li> <li>• Stargirl: Chapters Porcupine Necktie; 3</li> <li>• Holes: Homework #34; #53</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 8</li> <li>• How Writers Work: Chapter 2</li> <li>• Sounder: Chapter 6</li> <li>• The City of Ember: Chapters 4; 7</li> <li>• Al Capone Does My Shirts: Homework #39</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Eating Bugs; Story Circle; Reread for Understanding</li> <li>• One Crazy Summer: Partner Reading</li> <li>• Inside Out and Back Again: Reading Poetry; Reading with Expression; Reading Repetition</li> <li>• Holes: Reading with Italics; Reading Punctuation; Using Context Clues</li> <li>• Stargirl: Author’s Purpose; Read with Emotion; Using Context Clues</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Emoticons; Reading with Different Tones; Self-Monitoring While Reading</li> <li>• Al Capone Does My Shirts: Reading with Emotion; Using Context Clues</li> <li>• Sounder: Reading Song Lyrics; Reading with Different Expressions; Adjusting Reading Rate</li> <li>• How Writers Work: Reading with Expression; Rereading for Understanding</li> </ul>
<b>WRITING</b>		
<b>Text Types and Purposes</b>		
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• One Crazy Summer</li> <li>• Inside Out and Back Again</li> <li>• Holes</li> <li>• Al Capone Does My Shirts</li> <li>• Sounder</li> <li>• How Writers Work</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Leave Ember for the Unknown</li> <li>• One Crazy Summer: Opinion Writing</li> <li>• Inside Out and Back Again: Vietnamese Immigration</li> <li>• Holes: Should Kids Go to Jail?</li> <li>• Al Capone Does My Shirts: Five Paragraph Opinion Essay</li> <li>• Sounder: Losing Someone Special</li> <li>• How Writers Work: Can Everyone Be a Writer?</li> </ul>



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes continued</i>		
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• One Crazy Summer</li> <li>• Inside Out and Back Again</li> <li>• Holes</li> <li>• Stargirl</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Al Capone Does My Shirts</li> <li>• Sounder</li> <li>• How Writers Work</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Letter Writing</li> <li>• One Crazy Summer: Book Recommendation</li> <li>• Inside Out and Back Again: Compare and Contrast Essay</li> <li>• Holes: Teaching a Skill</li> <li>• Stargirl: Book Review</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Greatest Invention of All Time Research</li> <li>• Al Capone Does My Shirts: Informative Essay</li> <li>• Sounder: The Life of a Slave Versus the Life of a Sharecropper</li> <li>• How Writers Work: Researching Authors</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes continued</i>		
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• One Crazy Summer</li> <li>• Inside Out and Back Again</li> <li>• Holes</li> <li>• Stargirl</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Al Capone Does My Shirts</li> <li>• Sounder</li> <li>• How Writers Work</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Scene Rewrite</li> <li>• One Crazy Summer: Conversation Writing</li> <li>• Inside Out and Back Again: Refugee at a New School</li> <li>• Holes: Adjusting to a New Place</li> <li>• Stargirl: School Happenings</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Understanding Fantasy</li> <li>• Al Capone Does My Shirts: Helping Those in Need</li> <li>• Sounder: Writing Historical Fiction</li> <li>• How Writers Work: Chicken Story</li> </ul>
<i>Production and Distribution of Writing</i>		
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• Inside Out and Back Again</li> <li>• Stargirl</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Sounder</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Comparing Characters</li> <li>• Inside Out and Back Again: Researching Refugees</li> <li>• Stargirl: Understanding Leo</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Summary of an Article</li> <li>• Sounder: Characters in Sounder</li> </ul>
<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<p><b>Curriculet Book:</b></p> <ul style="list-style-type: none"> <li>• Sounder</li> </ul>	<ul style="list-style-type: none"> <li>• Sounder: Characters in Sounder</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Production and Distribution of Writing <i>continued</i></b>		
<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer</li> </ul>	<ul style="list-style-type: none"> <li>• One Crazy Summer: Responsibilities</li> </ul>
<b>Research to Build and Present Writing</b>		
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• One Crazy Summer</li> <li>• Holes</li> <li>• Stargirl</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• How Writers Work</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Water Crisis</li> <li>• One Crazy Summer: Research on Bobby Hutton</li> <li>• Holes: Researching Your Area</li> <li>• Stargirl: Sonoran Desert Research</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Social Media Survey and Research</li> <li>• How Writers Work: All About Ralph Fletcher</li> </ul>
<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Research suggestions provided include opportunities for students to use prior knowledge, gather information, take notes, and list sources.</p>	
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• One Crazy Summer</li> <li>• Inside Out and Back Again</li> <li>• Holes</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Sounder</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Public Service Announcement</li> <li>• One Crazy Summer: Research on Gun Control</li> <li>• Inside Out and Back Again: Analyzing Theme</li> <li>• Holes: Silent Dialogue</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Say What You’re Feeling</li> <li>• Sounder: Comparing Characters</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Writing</b>		
<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Writing suggestions provided offer multiple opportunities for students to write over short or extended time frames and for specific tasks or purposes.</p>	
<b>SPEAKING AND LISTENING</b>		
<b>Comprehension and Collaboration</b>		
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• Inside Out and Back Again</li> <li>• Holes</li> <li>• Stargirl</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Sounder</li> <li>• How Writers Work</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Discussion on the Dystopian Genre</li> <li>• Inside Out and Back Again: Discussing Book Title</li> <li>• Holes: Unanswered Questions</li> <li>• Stargirl: Is Leo a Good Person?</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Book Discussion Questions</li> <li>• Sounder: Sounder Discussion</li> <li>• How Writers Work: Successful Writers</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Comprehension and Collaboration</b> <i>continued</i>		
<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• Inside Out and Back Again</li> <li>• Holes</li> <li>• Stargirl</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Al Capone Does My Shirts</li> <li>• Sounder</li> <li>• How Writers Work</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Discussion on Refugees</li> <li>• Inside Out and Back Again: Understanding Point of View</li> <li>• Holes: About the Author</li> <li>• Stargirl: Sounds, Pictures, and Words</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Comparing and Contrasting Movie to the Book</li> <li>• Al Capone Does My Shirts: Comparing Books in a Series</li> <li>• Sounder: Farming: Long Ago and Today</li> <li>• How Writers Work: Writing Prompt Discussion</li> </ul>
<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• One Crazy Summer</li> <li>• Inside Out and Back Again</li> <li>• Holes</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Sounder</li> <li>• How Writers Work</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Our Community Humanity</li> <li>• One Crazy Summer: Discussion Teasing</li> <li>• Inside Out and Back Again: Author Reading of Excerpt</li> <li>• Holes: Compare and Contrast Book and Film</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: How 3D Printers Work</li> <li>• Sounder: Understanding the History of Sounder</li> <li>• How Writers Work: Main Idea of a Video</li> </ul>
<b>Presentation of Knowledge and Ideas</b>		
<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• One Crazy Summer</li> <li>• Inside Out and Back Again</li> <li>• Stargirl</li> <li>• Sounder</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Game of Telephone</li> <li>• One Crazy Summer: What Makes a Good Family?</li> <li>• Inside Out and Back Again: How to Treat a Refugee</li> <li>• Stargirl: Presenting the Characters</li> <li>• Sounder: Discrimination and Racism Discussion</li> </ul>
<p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer</li> <li>• Inside Out and Back Again</li> <li>• Holes</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Al Capone Does My Shirts</li> <li>• Sounder</li> <li>• How Writers Work</li> </ul>	<ul style="list-style-type: none"> <li>• One Crazy Summer: Historical Figure Research and Presentation</li> <li>• Inside Out and Back Again: Prezi on Theme</li> <li>• Holes: Chapter Performance</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Summary of Book</li> <li>• Al Capone Does My Shirts: Creating Book Trailers</li> <li>• Sounder: Digital Summary</li> <li>• How Writers Work: Life Changes</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Presentation of Knowledge and Ideas</b> <i>continued</i>		
<p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The City of Ember</li> <li>• One Crazy Summer</li> <li>• Holes</li> <li>• Stargirl</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1</li> <li>• Sounder</li> </ul>	<ul style="list-style-type: none"> <li>• The City of Ember: Debating Lina and Doon's Decision</li> <li>• One Crazy Summer: Advice to Delphine</li> <li>• Holes: News Reporter</li> <li>• Stargirl: Presenting to Different Groups</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Presenting Greatest Inventions of All Time</li> <li>• Sounder: What Do You Want to Learn?</li> </ul>
<b>LANGUAGE</b>		
<b>Conventions of Standard English</b>		
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>E. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Mean Lady Ming</li> <li>• Inside Out and Back Again: Homework #25; #85; #103</li> <li>• Stargirl: Chapter 4</li> <li>• Holes: Homework #17; #28; #33; #45</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 9</li> <li>• How Writers Work: Chapters 7; 12</li> <li>• Sounder: Chapter 1</li> <li>• The City of Ember: Chapters 1; 8; 17</li> <li>• Al Capone Does My Shirts: Homework #17</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English <i>continued</i></b>		
<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b><i>Curriculet Books:</i></b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer</li> <li>• Inside Out and Back Again: Homework #7; #87</li> <li>• Stargirl: Chapter 20</li> <li>• Holes: Homework #11; #19; #49</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapters 7; 8</li> <li>• How Writers Work: Chapters The Secret of Writing; 2</li> <li>• Souder: Chapter 5</li> <li>• The City of Ember: Chapters 3; 9; 14</li> <li>• Al Capone Does My Shirts: Homework #26</li> </ul>	
<b>Knowledge of Language</b>		
<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><b><i>Curriculet Books:</i></b></p> <ul style="list-style-type: none"> <li>• Inside Out and Back Again: Homework #14; #51</li> <li>• Stargirl: Chapters 17; 18</li> <li>• Holes: Homework #21; #52</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 13</li> <li>• How Writers Work: Chapter 6</li> <li>• The City of Ember: Chapters 4; 11; 13; 20</li> <li>• Al Capone Does My Shirts: Homework #13; #50</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary Acquisition and Use</b>		
<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Big Red S; San Francisco Treat; The Clark Sisters</li> <li>• Inside Out and Back Again: Homework #9; #90; #96; #97</li> <li>• Holes: Homework #15; #24; #36</li> <li>• A Series of Unfortunate Events: The Bad Beginning #1: Chapter 1</li> <li>• The City of Ember: Chapters 1; 14; 16</li> <li>• Al Capone Does My Shirts: Homework #11; #12</li> </ul>	
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Cassius Clay Clouds; Inseparable</li> <li>• Inside Out and Back Again: Homework #29; #67</li> <li>• Stargirl: Chapters 1; 7; 19; 27</li> <li>• Holes: Homework #22; #28</li> <li>• How Writers Work: Chapter 9</li> <li>• The City of Ember: Chapters 2; 6; 9; 12</li> <li>• Al Capone Does My Shirts: Homework #24; #25</li> </ul>	



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• One Crazy Summer: Chapters Green Stucco House; Even the Earth is a Revolutionary; Afua</li> <li>• Inside Out and Back Again: Homework #28; 33; 34; 113</li> <li>• Stargirl: Chapters 12; 17; 21</li> <li>• Holes: Homework #12</li> <li>• How Writers Work: Chapter 8</li> <li>• Souder: Chapter 1</li> <li>• The City of Ember: Chapter 16</li> <li>• Al Capone Does My Shirts: Homework #13</li> </ul>	
<b>GRADE SIX</b>		
<b>READING: LITERATURE</b>		
<i>Key Ideas and Details</i>		
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapters 2; 7; 11; 15</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice: Chapters 1; 7; 10; 12; 16; 17; 22; 24; 26; 27; 28</li> <li>• Walk Two Moons: Homework #5; #23; #32; #34; #41</li> <li>• Touching Spirit Bear: Chapters 1; 4; 13; 14; 21; 24</li> <li>• The Phantom Tollbooth: Chapter 7</li> <li>• The Westing Game: Chapters 4; 13; 15</li> <li>• Hattie Big Sky: Chapters 7; 14; 15; 16; 19; 20</li> </ul>	
<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapters 5; 14; 16</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice: Chapters 9; 13; 24; 26</li> <li>• Walk Two Moons: Homework #8; #14; #19; #31; #42; #45</li> <li>• Touching Spirit Bear: Chapters 3; 4; 8; 14; 19; 21; 26</li> <li>• The Phantom Tollbooth: Chapters 7; 12; 14; 15; 16; 18; 20</li> <li>• The Westing Game: Chapters 12; 28; 29</li> <li>• Hattie Big Sky: Chapters 5; 14</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Key Ideas and Details continued</i>		
<p>RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapters 5; 18</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice: Chapters 9; 15; 19; 21; 22; 23</li> <li>• Walk Two Moons: Homework #20; #28; #34; #43</li> <li>• Touching Spirit Bear: Chapters 2; 5; 14; 17; 20; 23; 25; 26; 28</li> <li>• The Phantom Tollbooth: Chapters 4; 7; 20</li> <li>• The Westing Game: Chapters 7; 9; 10; 19; 22</li> <li>• Hattie Big Sky: Chapters 1; 16; 21; 22</li> </ul>	
<i>Craft and Structure</i>		
<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapters 6; 10; 17</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice: Chapters 5; 20; 23; 25; 29; 31; Epilogue</li> <li>• Walk Two Moons: Homework #7; #13; #21; #27; #44</li> <li>• Touching Spirit Bear: Chapters 2; 7; 15; 17; 22</li> <li>• The Phantom Tollbooth: Chapters 1; 7; 14; 16; 17</li> <li>• The Westing Game: Chapter 16</li> <li>• Hattie Big Sky: Chapters 3; 6; 8; 12; 13; 17</li> </ul>	
<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapters 3; 12</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice: Chapters 2; 16; 19; 29; Epilogue</li> <li>• Walk Two Moons: Homework #6; #14; #30; #35; #39</li> <li>• Touching Spirit Bear: Chapters 6; 10; 12; 26</li> <li>• The Phantom Tollbooth: Chapters 2; 7; 14; 19</li> <li>• The Westing Game: Chapters 3; 6; 8; 14; 18</li> <li>• Hattie Big Sky: Chapters 10; 11</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
<p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapter 2</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice: Chapters 4; 11; 14; 18; 28; 30; 32</li> <li>• Walk Two Moons: Homework #4; #13</li> <li>• Touching Spirit Bear: Chapter 11</li> <li>• The Phantom Tollbooth: Chapters 1; 14</li> <li>• The Westing Game: Chapters 21; 26</li> <li>• Hattie Big Sky: Chapters 2; 5; 8</li> </ul>	
<i>Integration of Knowledge and Ideas</i>		
<p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapters 1; 8</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice: Chapters 6; 18</li> <li>• Walk Two Moons: Homework #10; #22</li> <li>• Touching Spirit Bear: Chapters 8; 18</li> <li>• The Phantom Tollbooth: Chapters 3; 8; 13; 20</li> <li>• The Westing Game: Chapters 19; 26</li> <li>• Hattie Big Sky: Chapters 3; 23</li> </ul>	
<p>RL.6.8 (RL.6.8 not applicable to literature)</p>		
<p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapter 9</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice: Chapters 8; 21; 23</li> <li>• Walk Two Moons: Homework #26; #29</li> <li>• Touching Spirit Bear: Chapters 6; 9; 13; 24; 27</li> <li>• The Phantom Tollbooth: Chapters 8; 18</li> <li>• The Westing Game: Chapter 21</li> <li>• Hattie Big Sky: Chapters 7; 10; 17</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Reading and Level of Text Complexity</b>		
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice</li> <li>• Walk Two Moons</li> <li>• Touching Spirit Bear</li> <li>• The Phantom Tollbooth</li> <li>• The Westing Game</li> <li>• Hattie Big Sky</li> </ul>	
<b>INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details</b>		
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>• The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapters 12; 14; 19</li> <li>• The Boy Who Harnessed the Wind: Chapters 3; 6; 8; 10; 11; 12; 14</li> </ul>	
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>• The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapters 12; 15; 18; 19</li> <li>• The Boy Who Harnessed the Wind: Chapters 1; 2; 3; 6; 7; 9; 14; 15</li> </ul>	
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>• The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapters 12; 18; 19; How Things Have Changed</li> <li>• The Boy Who Harnessed the Wind: Chapters 3; 5; 6; 9; 11; 12; 13; 15</li> </ul>	
<b>Craft and Structure</b>		
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>• The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapters 11; 19</li> <li>• The Boy Who Harnessed the Wind: Chapters 2; 6; 9; 13; Epilogue</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapters How It Happened; 14</li> <li>The Boy Who Harnessed the Wind: Chapters 4; 5; 7; 9; 14; 15</li> </ul>	
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapters I Want To Study; 10; 16</li> <li>The Boy Who Harnessed the Wind: Chapters 1; 2; 10; 13</li> </ul>	
<i>Integration of Knowledge and Ideas</i>		
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapters 13; 16; 19</li> <li>The Boy Who Harnessed the Wind: Chapters 1; 2; 3; 9; 11; 15</li> </ul>	
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b><i>Curriculet Book:</i></b> <ul style="list-style-type: none"> <li>The Boy Who Harnessed the Wind: Chapters 1; 2; 6; 8; 13</li> </ul>	
RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapter 13</li> <li>The Boy Who Harnessed the Wind: Chapters 1; 5; 7; 8; 10; 11; 12</li> </ul>	
<i>Range of Reading and Level of Text Complexity</i>		
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b><i>Curriculet Books:</i></b> <ul style="list-style-type: none"> <li>The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl</li> <li>The Boy Who Harnessed the Wind</li> </ul>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING</b>		
Text Types and Purposes		
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from the argument presented.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• The Ruins of Gorlan</li> <li>• Touching Spirit Bear</li> <li>• The Phantom Tollbooth</li> <li>• Walk Two Moons</li> <li>• The Diary of Ma Yan</li> <li>• Hattie Big Sky</li> <li>• The Westing Game</li> <li>• The Boy Who Harnessed the Wind</li> </ul>	<ul style="list-style-type: none"> <li>• Hatchet: Argumentative Writing</li> <li>• The Ruins of Gorlan: Understanding the Fantasy Genre</li> <li>• Touching Spirit Bear: No More Jail</li> <li>• The Phantom Tollbooth: Who Wrote the Letter?</li> <li>• Walk Two Moons: Write an Opinion Paragraph</li> <li>• The Diary of Ma Yan: Debating the Fa Cai Harvest</li> <li>• Hattie Big Sky: Military Draft</li> <li>• The Westing Game: Stereotyping Essay</li> <li>• The Boy Who Harnessed the Wind: Deforestation of Malawi</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes continued</i>		
<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• The Ruins of Gorlan</li> <li>• Touching Spirit Bear</li> <li>• Walk Two Moons</li> <li>• The Diary of Ma Yan</li> <li>• Hattie Big Sky</li> <li>• The Boy Who Harnessed the Wind</li> </ul>	<ul style="list-style-type: none"> <li>• Hatchet: Surviving Alone</li> <li>• The Ruins of Gorlan: What is a Villain?</li> <li>• Touching Spirit Bear: Effect of Circle Justice</li> <li>• Walk Two Moons: Compare and Contrast Characters</li> <li>• The Diary of Ma Yan: Comparing Students' School Day to Ma Yan's Day</li> <li>• Hattie Big Sky: Activity Instruction Manual</li> <li>• The Boy Who Harnessed the Wind: African Leadership Academy</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Text Types and Purposes continued</i>		
<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• The Ruins of Gorlan</li> <li>• Touching Spirit Bear</li> <li>• The Phantom Tollbooth</li> <li>• Walk Two Moons</li> <li>• The Diary of Ma Yan</li> <li>• Hattie Big Sky</li> <li>• The Westing Game</li> <li>• The Boy Who Harnessed the Wind</li> </ul>	<ul style="list-style-type: none"> <li>• Hatchet: Dialogue After the Rescue</li> <li>• The Ruins of Gorlan: You Are a Character in The Ranger’s Apprentice</li> <li>• Touching Spirit Bear: Do Over</li> <li>• The Phantom Tollbooth: Creating a Character</li> <li>• Walk Two Moons: Write a Myth</li> <li>• The Diary of Ma Yan: Diary Writing</li> <li>• Hattie Big Sky: Helping Others</li> <li>• The Westing Game: Writing Dialogue</li> <li>• The Boy Who Harnessed the Wind: Story Extension</li> </ul>
<i>Production and Distribution of Writing</i>		
<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		<ul style="list-style-type: none"> <li>• Walk Two Moons: Write a Script</li> </ul>



COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Production and Distribution of Writing <i>continued</i></b>		
<p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p>	<p>Students experience the writing process in the early grades, then develop those skills with opportunities to practice the conventions of standard English grammar.</p>	
<p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• The Ruins of Gorlan</li> <li>• Walk Two Moons</li> </ul>	<ul style="list-style-type: none"> <li>• Hatchet: Written Discussion</li> <li>• The Ruins of Gorlan: Compare and Contrast Story Genres</li> <li>• Walk Two Moons: Use Technology to Publish Writing</li> </ul>
<b>Research to Build and Present Knowledge</b>		
<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• The Ruins of Gorlan</li> <li>• Walk Two Moons</li> <li>• Touching Spirit Bear</li> <li>• The Phantom Tollbooth</li> <li>• The Diary of Ma Yan</li> <li>• Hattie Big Sky</li> <li>• The Boy Who Harnessed the Wind</li> </ul>	<ul style="list-style-type: none"> <li>• Hatchet: Stories of Survival</li> <li>• The Ruins of Gorlan: Researching John Flanagan</li> <li>• Walk Two Moons: Research Myths</li> <li>• Touching Spirit Bear: Increasing Empathy in Schools</li> <li>• The Phantom Tollbooth: Research Topics</li> <li>• The Diary of Ma Yan: Groups that Help Children</li> <li>• Hattie Big Sky: Researching World War I</li> <li>• The Boy Who Harnessed the Wind: Researching Inventors</li> </ul>
<p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Walk Two Moons</li> <li>• The Westing Game</li> </ul>	<ul style="list-style-type: none"> <li>• Walk Two Moons: Travel Brochure</li> <li>• The Westing Game: How to Write a News Article</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Research to Build and Present Knowledge</b> <i>continued</i>		
<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• The Ruins of Gorlan</li> <li>• Touching Spirit Bear</li> <li>• The Phantom Tollbooth</li> <li>• Walk Two Moons</li> <li>• The Diary of Ma Yan</li> <li>• Hattie Big Sky</li> <li>• The Westing Game</li> <li>• The Boy Who Harnessed the Wind</li> </ul>	<ul style="list-style-type: none"> <li>• Hatchet: analyzing the Crash</li> <li>• The Ruins of Gorlan: Comparing Theme</li> <li>• Touching Spirit Bear: The Circle Symbol</li> <li>• The Phantom Tollbooth: Milo’s Gifts</li> <li>• Walk Two Moons: Analyze the Novel</li> <li>• The Diary of Ma Yan: Analyzing Conflict</li> <li>• Hattie Big Sky: Analyzing Propaganda</li> <li>• The Westing Game: Be Cool and Smart</li> <li>• The Boy Who Harnessed the Wind: Analyzing Structure</li> </ul>
<b>Range of Writing</b>		
<p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Writing suggestions provided offer multiple opportunities for students to write over short or extended time frames and for specific tasks or purposes.</p>	

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SPEAKING AND LISTENING</b>		
Comprehension and Collaboration		
<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• The Ruins of Gorlan</li> <li>• Touching Spirit Bear</li> <li>• Walk Two Moons</li> <li>• The Diary of Ma Yan</li> <li>• Hattie Big Sky</li> <li>• The Westing Game</li> <li>• The Boy Who Harnessed the Wind</li> </ul>	<ul style="list-style-type: none"> <li>• Hatchet: Socratic Seminar</li> <li>• The Ruins of Gorlan: Creative Writing Discussion</li> <li>• Touching Spirit Bear: Healing Circle</li> <li>• Walk Two Moons: Participate in Collaborative Discussion</li> <li>• The Diary of Ma Yan: Benefits of Education</li> <li>• Hattie Big Sky: Socratic Seminar</li> <li>• The Westing Game: The Problem Solvers</li> <li>• The Boy Who Harnessed the Wind: Smart Phones Versus Regular Phones</li> </ul>
<p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• The Ruins of Gorlan</li> <li>• Touching Spirit Bear</li> <li>• The Phantom Tollbooth</li> <li>• Walk Two Moons</li> <li>• The Diary of Ma Yan</li> <li>• Hattie Big Sky</li> <li>• The Westing Game</li> <li>• The Boy Who Harnessed the Wind</li> </ul>	<ul style="list-style-type: none"> <li>• Hatchet: Video on Survival</li> <li>• The Ruins of Gorlan: Video Discussion on Characters</li> <li>• Touching Spirit Bear: Empathy Video and Discussion</li> <li>• The Phantom Tollbooth: Discussing Illustrations</li> <li>• Walk Two Moons: Compare a Story to a Video</li> <li>• The Diary of Ma Yan: Discussing Book Preview Video</li> <li>• Hattie Big Sky: Supporting the War</li> <li>• The Westing Game: Audio Reading of Chapter One</li> <li>• The Boy Who Harnessed the Wind: Understanding Malaria</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension and Collaboration continued</i>		
<p>SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• Touching Spirit Bear</li> <li>• The Phantom Tollbooth</li> <li>• Walk Two Moons</li> <li>• The Diary of Ma Yan</li> <li>• Hattie Big Sky</li> <li>• The Westing Game</li> <li>• The Boy Who Harnessed the Wind</li> </ul>	<ul style="list-style-type: none"> <li>• Hatchet: Pop-Up Debate</li> <li>• Touching Spirit Bear: Our Native Legacy</li> <li>• The Phantom Tollbooth: Guest Speaker on Discipline</li> <li>• Walk Two Moons: Discuss Elements of Myths</li> <li>• The Diary of Ma Yan: Ma Yan’s Goals</li> <li>• Hattie Big Sky: Women in the Military</li> <li>• The Westing Game: Should Adoption Be Open?</li> <li>• The Boy Who Harnessed the Wind: Mike McKay’s Blog</li> </ul>
<i>Presentation of Knowledge and Ideas</i>		
<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• The Ruins of Gorlan</li> <li>• Walk Two Moons</li> <li>• Touching Spirit Bear</li> <li>• The Westing Game</li> <li>• The Boy Who Harnessed the Wind</li> </ul>	<ul style="list-style-type: none"> <li>• The Ruins of Gorlan: Chapter Summary</li> <li>• Walk Two Moons: Discuss Thematic Concepts</li> <li>• Touching Spirit Bear: Circle Justice Presentation</li> <li>• The Westing Game: Greatest Invention of All Time</li> <li>• The Boy Who Harnessed the Wind: Jay Walker’s Library</li> </ul>
<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Touching Spirit Bear</li> <li>• Walk Two Moons</li> <li>• The Diary of Ma Yan</li> <li>• The Boy Who Harnessed the Wind</li> </ul>	<ul style="list-style-type: none"> <li>• Touching Spirit Bear: Announcement</li> <li>• Walk Two Moons: Present a Play</li> <li>• The Diary of Ma Yan: Presentation of Role Models</li> <li>• The Boy Who Harnessed the Wind: Presenting Kilimanjaro</li> </ul>
<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet</li> <li>• Touching Spirit Bear</li> <li>• The Phantom Tollbooth</li> <li>• Walk Two Moons</li> <li>• Hattie Big Sky</li> <li>• The Westing Game</li> </ul>	<ul style="list-style-type: none"> <li>• Hatchet: Slang Versus Scientific Name</li> <li>• Touching Spirit Bear: Speaking to Different Audiences</li> <li>• The Phantom Tollbooth: Oral Summaries to Different Audiences</li> <li>• Walk Two Moons: Present a Myth</li> <li>• Hattie Big Sky: Formal Presentation Tips</li> <li>• The Westing Game: Court Cases in U.S.</li> </ul>

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE</b>		
<b>Conventions of Standard English</b>		
<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapters 1; 7</li> <li>• The Ruins of Gorlan: The Ranger's Apprentice: Chapters 7; 12</li> <li>• Walk Two Moons: Homework #17; #33</li> <li>• Touching Spirit Bear: Chapters 2; 15</li> <li>• The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapter The Diary: Part One</li> <li>• The Phantom Tollbooth: Chapters 3; 11</li> <li>• The Westing Game: Chapter 23</li> <li>• Hattie Big Sky: Chapter 4</li> <li>• The Boy Who Harnessed the Wind: Chapters 1; 7; 8; 13</li> </ul>	
<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapters 10; 14; 15</li> <li>• The Ruins of Gorlan: The Ranger's Apprentice: Chapters 3; 22</li> <li>• Walk Two Moons: Homework #16; #25; #38</li> <li>• Touching Spirit Bear: Chapters 9; 25</li> <li>• The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapter 14</li> <li>• The Phantom Tollbooth: Chapters 6; 11; 14; 18</li> <li>• The Westing Game: Chapters 2; 11; 15</li> <li>• Hattie Big Sky: Chapters 18; 19</li> <li>• The Boy Who Harnessed the Wind: Chapters 4; 5; 10; 14</li> </ul>	
<b>Knowledge of Language</b>		

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapter 4</li> <li>• The Ruins of Golan: The Ranger’s Apprentice: Chapter 11</li> <li>• Walk Two Moons: Homework #9; #25; #36; #41</li> <li>• The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapters 15; 19</li> <li>• The Phantom Tollbooth: Chapters 5; 10</li> <li>• The Westing Game: Chapters 7; 23</li> <li>• Hattie Big Sky: Chapter 18</li> <li>• The Boy Who Harnessed the Wind: Chapters 2; 6; 9; 13</li> </ul>	
<b>Vocabulary Acquisition and Use</b>		
<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapters 4; 12</li> <li>• The Ruins of Golan: The Ranger’s Apprentice: Chapters Prologue; 12; 14; 17; 22</li> <li>• Walk Two Moons: Homework #11</li> <li>• Touching Spirit Bear: Chapters 1; 16; 18; 20</li> <li>• The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapter The Diary: Part Two</li> <li>• The Phantom Tollbooth: Chapters 2; 3; 9; 12</li> <li>• The Westing Game: Chapters 1; 5; 20; 24</li> <li>• Hattie Big Sky: Chapters 4; 6; 11</li> <li>• The Boy Who Harnessed the Wind: Chapters 2; 3; 8; 13</li> </ul>	
<b>Vocabulary Acquisition and Use <i>continued</i></b>		

COMMON CORE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapters 1; 6; 13; 16; 17; 18</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice: Chapters 5; 30</li> <li>• Walk Two Moons: Homework #18; #19; #24; #37</li> <li>• Touching Spirit Bear: Chapter 16</li> <li>• The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapter 19</li> <li>• The Phantom Tollbooth: Chapters 10; 14</li> <li>• The Westing Game: Chapter 18</li> <li>• Hattie Big Sky: Chapters 9; 13; 15</li> <li>• The Boy Who Harnessed the Wind: Chapters 2; 8; 14</li> </ul>	
<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Curriculet Books:</b></p> <ul style="list-style-type: none"> <li>• Hatchet: Chapter 19</li> <li>• The Ruins of Gorlan: The Ranger’s Apprentice: Chapter 13</li> <li>• Walk Two Moons: Homework #3; #12; #24; #33</li> <li>• Touching Spirit Bear: Chapter 12</li> <li>• The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl: Chapters 18; 19</li> <li>• The Phantom Tollbooth: Chapters 7; 15</li> <li>• The Westing Game: Chapter 25</li> <li>• Hattie Big Sky: Chapters 11; 21</li> <li>• The Boy Who Harnessed the Wind: Chapters 4; 5; 6; 8; 11</li> </ul>	

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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



## SUPPORT

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



## 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; Sequoyah's Talking Leaves; 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; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

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

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

### Sentence Dictation Titles

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

Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?

## SONGS

### Beginning Math Songs

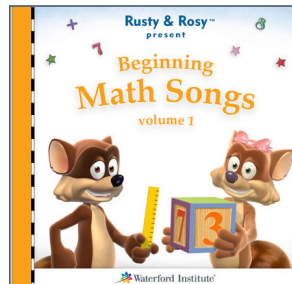
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

Comma, Comma, Comma; Homophone Monkey; Antonym Ant; Apples and Bananas; Old MacDonald's Vowels; ABC Show and Tell Sounds; ABC Tongue Twisters; ABC Picture Sounds; Sheep in the Shadows; C-K Rap; S Steals the Z; Blends; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; Verbs that Link; Consonants; Pronouns, Sneaky Magic E; Silent Letters—G-H; Silent Letters—W; Drop Magic E; Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound; Double the Fun; Strange Spelling; More Than One; Reading Detective—Peek at the Story



*Download these songs and more at iTunes. Search for “Waterford’s Rusty & Rosy and Friends.”*

## 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

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](http://Waterford.org) is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.